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| Inspection date | 18/12/2012 |
| Previous inspection date | 01/07/2010 |

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| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The childminder's knowledge of individual children is based on careful observation and tracking of their progress. This means that all children of all abilities receive the correct type of support that they need to make good progress.
- Children make particularly good progress in developing personal and social skills. This is because of the high priority placed on this important aspect by the childminder and the consistent approach and realistic expectations she has of the children in her care.
- Children's good behaviour and strong feelings of being safe and secure, rest firmly on the warm, positive relationship they have with the childminder.
- Strong links with parents ensure that they are fully involved in their children's learning. This effective partnership between the childminder and parents fully supports children's happiness, achievement and behaviour.

It is not yet outstanding because

- The childminder does not fully make use of spontaneous opportunities to enhance and extend children's learning and understanding of shape.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations of the children while they were engaged in activities in the lounge and kitchen.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder at different times, taking into account the needs of the children.
- The inspector took account of parent's views, through completed questionnaires and the information from the setting's self-evaluation.

Inspector

Janet Fairhurst

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with partner and children aged 11 and six years in Ousten. The whole of the ground floor and the rear garden are used for childminding. The family has a dog.

The childminder attends a pre-school group. She visits the local shops and park on a regular basis and collects children from the local school. There are currently seven children on roll, five of whom are in the early years age group and two are school-age children who attend after school. She is open 48 weeks of the year, Monday to Friday from 7.30am to 6pm.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's understanding of shape by talking about shapes through opportunities that occur in play and everyday activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and how children learn best. She encourages parents to share information about their child's achievements at home. This information is then used by the childminder to build on what the children know and can do. The childminder's assessment systems are developing very well. She robustly observes each child and uses the Early Years Foundation Stage Development Matters guidance to assess their progress towards the early learning goals. This allows her to focus her planning on the levels of support needed to ensure that all children make the best possible progress in their learning.

Children are involved in a broad range of activities, both inside and out, that helps them learn through play and everyday experiences. For example, they regularly attend the local toddler group where they are able to meet new people and develop strong social skills. The childminder constantly interacts with the children supporting their speech and language by reinforcing words and extending their vocabulary. For example, as they play with the medical kit the childminder introduces new words, such as 'stethoscope' and 'temperature'. When children choose their own play the childminder is skilled at recognising how to support their learning. For example, when children play with a drawing board they begin to make marks and ask the childminder to write their name. The childminder uses this opportunity to extend children's learning by promoting children's phonic recognition helping them to link sounds and letters.

Children enjoy exploring and experimenting with a range of sensory materials, such as

play dough. They learn how to use different tools, such as cutters, rollers and knives to develop their finer physical skills. They show competence in getting the dough out of the pot and receive praise from the childminder, which enhances their self-esteem. The childminder uses appropriate language during the activity to promote early mathematical concepts, such as 'how many', 'more' and 'lots'. However, she occasionally misses opportunities to introduce and reinforce shape. This limits children's learning in this specific area. The childminder effectively links activities to reinforce children's learning. For example, to promote children's understanding of colour they make colour books by finding items of a certain colour and sticking them into the book and by painting pictures in the appropriate colour and even eating certain foods and snacks which are of the same colour. This effectively promotes children's active learning.

Children's creativity is promoted through a range of art, craft and role play activities as well as construction and small world play opportunities. For example, children make waffles with the play dough and pretend to pop them into the toy oven to bake. Children visit places in the community and begin to learn about the difference and diversity of the world around them. Children learn about technology and how things work as they access a range of resources, such as keyboards, toy computers, cash registers, calculators and remote controls-cars. The childminder has developed good links with the local primary school. She attends some of their annual events and effectively forges professional relationships with the teachers. She helps children to make a smooth transition to other settings, such as school, by ensuring they are familiar with the school building through regular visits to collect older children.

The contribution of the early years provision to the well-being of children

The childminder provides a comfortable and relaxed environment, where children are happy and clearly feel secure. She knows the children extremely well, having looked after many of them since they were babies. As a result, she has established very warm and positive relationships with them. This effectively fosters children's emotional well-being. The childminder takes the time to work closely with parents regarding children's settling-in visits. This enables the children and their parents to integrate into her setting with ease. Relevant information is collated from parents. For example, the children's individual care requirements, such as medical conditions, allergies, and parents' wishes. As a result, children's individual needs are well met.

Children's health is promoted well because the childminder provides a healthy and nutritious diet, which incorporates fresh fruit and vegetables. Children learn sensible hygiene routines because the childminder acts as a good role model and shows them how to wash their hands properly. Her guidance and support helps them to become independent in their personal care. Children learn about safe behaviour through daily experiences. For example, the childminder reminds them to sit nicely on their chairs so they do not fall as they play at the table. Children learn to handle tools such as scissors safely and take part in regular fire evacuation practices so they are confident in an emergency. The childminder teaches the children about kindness and respect through the

positive example she sets. Good behaviour is encouraged through praise and guidance is given about acceptable and unacceptable behaviour.

Children have good opportunities to enjoy exercise, develop their physical skills and play in the fresh air as they enjoy playing in the garden. They also regularly visit parks and soft play centres to further develop their skills and confidence. The childminder understands the importance of preparing children for their transition to other early years settings. She has made a start in this process by introducing children to toddler groups where they meet other children and develop their social skills in a larger group.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a clear understanding of her responsibilities under the requirements of the Early Years Foundation Stage. This combined with her good understanding of the seven areas of learning and the systems for monitoring children's learning enables her to identify any gaps in their achievements. This means children are acquiring the skills which help them make good progress and move on to the next stage of their learning. The childminder ensures children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of any concerns about a child in her care. This means that children are kept safe and protected from harm. She has a clearly written safeguarding policy that she shares with parents so they understand her role to protect children in her care. The childminder updates her child protection knowledge through further training. These measures help safeguard children well. The childminder completes robust risk assessments of the home, garden and outings which ensure children are kept safe. She uses a good range of written policies and procedures which underpin the service she provides. These are shared with parents at induction to ensure they understand how the setting is run.

The childminder's effective systems of communication ensure consistent and productive partnerships with parents. This enables her to provide consistency for children's care and well-being, making children feel settled and secure. The childminder collates relevant details from parents. For instance, home routines, children's specific needs, and what they already know and can do, which helps her to plan for their individual needs. The childminder regularly shares children's development files and daily diaries with their parents. This ensures that they are kept well informed about all aspects of their children's achievement, well-being and development. The childminder values the feedback provided by parents and seeks their views through ongoing discussion and questionnaires. Parents comment positively about the childminder's provision. Comments, such as 'we are delighted with the progress my child is making' and 'my child loves coming' demonstrate parents satisfaction with the service that is offered.

The childminder has a positive attitude to continuous improvement and keeps up-to-date with current practice by reading relevant documents. She takes a great pride in her work and clearly works hard to ensure children's individual needs are well met. She has begun

to evaluate her practice, and has a clear understanding of her strengths and areas for development. The childminder has a good capacity to sustain further improvement, as seen in the way she has successfully tackled areas for improvement identified in the last inspection. For example, the quality of planning and assessment has improved greatly, as well as children's safety with the introduction of emergency evacuation procedures.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY404475 |
| Local authority | Durham |
| Inspection number | 875248 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | 01/07/2010 |
| Telephone number | |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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