

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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

- Children's well-being is successfully supported. They have built up very strong relationships with the childminder, therefore, they are happy and feel safe and secure in her care.
- The childminder clearly understands how to monitor children's progress to help them move on in their learning. This means she plans and provides specific activities to meet the individual needs and interests of the children.
- The childminder is enthusiastic and caring. She is proactive and keen to develop her knowledge and understanding further by attending relevant childcare courses, so that children are effectively safeguarded.
- The childminder supports children's emerging speaking skills very well. She provides close interaction, responds to what they do and say and introduces new words during activities to help them learn.

It is not yet outstanding because

- There is currently a limited range of activities and malleable, messy materials that encourage children to explore while freely using their senses. This does not fully promote their creativity.
- Images within toys and books that promote positive images of difference are limited to help children learn about diversity.

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 spoke to children and observed play, sleep routines and learning activities inside the home.
- The inspector viewed a sample of documentation including children's learning journeys, policies and procedures and children's information.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Houghton-le-Spring, County Durham. The whole ground floor of the house, a bedroom on the first floor, and the rear garden are used for childminding.

The childminder attends a toddler group and visits the shops and park on a regular basis. There is currently one child on roll, who is in the early years age group and attends for a

variety of sessions. The childminder also regularly cares for her grandchildren. She operates all year round from 8am to 6pm, Monday to Friday.

What the setting needs to do to improve further

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

- develop opportunities within the home for children to express their ideas through use of malleable media and materials by providing more freely accessible activities so that children have spontaneous opportunities to be creative
- provide positive images using books and resources, including those with diverse physical characteristics, such as disabilities, and make these available within children's everyday play.

Inspection judgements

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

The childminder meets the needs of individual children very well. She records her observations and uses photographs of children help her track their progress and development. These are linked to the three prime areas of learning to note what children understand and can do. The childminder writes down a summary of the key aspects of children's development and their next steps to help move them on. She knows that they have made progress from when they started with her, as she records significant events; for example, when they successfully push balls down the interactive toy and make the lights work by themselves. The childminder notices how sturdy they have become on their feet since beginning to walk and she also knows that they have made good progress in their personal, social and emotional development as they learn to accept others. She presents this information in learning journeys for parents and regularly obtains their views so that they contribute their comments. The childminder also regularly shares verbal information with parents and maintains a two-way flow of information; for example, when she notices that a child is always interested in a particular toy, she purchases a second one and gives this to the parents to use at home. She encourages certain aspects of child development, in relation to parents' wishes, such as helping children to consolidate and practice tasks through construction play by stacking and fitting large blocks and tubs together. She notes what parents say about their children's learning and continues this within her setting; for example, when children learn new phrases or words the childminder reinforces this during play.

Children show a keen interest in the toys and choose to play with objects that interest

them, such as the animal house and different animals. The childminder is fully involved to support them in their learning. For example, young children tip all the animals out of the basket and they concentrate well to put them back in one by one. When they pick up a duck and show it to the childminder, she makes comments, such as, 'it says quack quack'. Young children then have a go at imitating and copy the sounds. This promotes their communication and language very well as it helps them to make good connections and representations. Children manipulate small, age-appropriate toys successfully, such as the toy mobile phone. They open it up and press buttons to make sounds and lights flash. The childminder encourages them to use it correctly and say hello. She provides lots of verbal interaction and stimulation, to ensure children's communication and language is very well supported.

The childminder is aware of when to introduce new experiences to children so that all the areas of learning are covered and children are supported in the next stage of their learning. For example, she plans to build on their interests by visiting farms and community facilities, and she introduces more and some action songs as children grow and develop. The childminder provides some creative activities and materials on a planned basis, such as drawing and painting equipment, although the opportunities for children to take part in spontaneous, messy play with natural, sensory and malleable materials, such as, torn paper, bubbles, gloop and dough, are limited. She uses rolls of wallpaper for children to scribble on, provides sand and water trays for outdoors and is a big believer in using books with children from an early age. Therefore, she provides easy access to books that children choose themselves from the low-level bookcase and she keeps special books for story time and self-reading when children are ready to move on, which promotes their literacy skills very well.

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

The childminder provides a safe, homely, welcoming environment where children are very settled and happy. She gives high priority to the safety of children. The childminder uses relevant child safety equipment throughout the home, such as safety gates and fire guards, and she supervises children well indoors and on outings. This means that they move around freely to explore the environment and equipment independently. The childminder is aware of her responsibilities when administering medication and treating minor accidents and she holds a valid first aid certificate to further protect children. The childminder ensures that very young children follow a regular routine, which makes them feel safe and secure and helps them with the transitions from home to setting. For example, upon arrival they sit in their chair to eat their toast happily and make no fuss as their parents leave for work. The childminder quickly recognises their needs, such as when they need a nap. She gets them ready for this by dressing them in their own sleeping gown and gives them their personal comforters, such as dummies and favourite toys from home. Therefore, they drift off to sleep placidly.

Children demonstrate contentment as they smile and engage happily with the childminder. They have formed strong bonds with her and approach her easily for natural, warm cuddles as she sits on the floor with them to join in with their play. The childminder provides a good range of toys and natural and recyclable materials that are easily

accessible, maintain children's interest and help them to develop their personal, physical, independent and social skills very well. For example, as they develop their understanding they begin to represent real-life situations, such as feeding babies. They persevere and concentrate very well as they handle a dolls bottle, successfully pull off the lid and pretend to feed the 'baby.' The childminder gives children lots of encouragement. She acknowledges what they do well by verbally and enthusiastically repeating their actions and giving them lots of positive praise, which raises their self-confidence and self-esteem successfully.

The childminder ensures that children get out in the fresh air daily. They go for walks whatever the weather, visit the park and splash in the puddles when it rains. She works with parents regarding food provision and helps children to develop good eating and social habits as she encourages them to sit together at meal times, which they clearly enjoy.

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

The childminder has a good understanding of her responsibilities in implementing the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has completed the Ofsted self-evaluation form with information on what she does well and evaluates how she helps children learn and make progress. This shows that she reflects on her practice well to make improvements for the parents and children. She continually develops her knowledge and skills and is committed to her role as she books herself onto regular training. She uses what she learns to develop her practice; for example, after attending an early years play course she re-organised her equipment and its access for children. She is open and receptive to advice and support from a local authority advisor who visits and helps her to put the requirements in place. This demonstrates that she has a good capacity to make changes and improve her service further.

The childminder has a good understanding of safeguarding children. She has clear child protection procedures, information to refer to and contact details should she need to seek advice or make a referral regarding a child's care or welfare. A secure environment, good risk assessments and robust safety practices within the home ensure that children are also safe. The childminder's documentation is all very well organised, meets requirements, is easily accessible and underpins her practice well.

The childminder has not yet cared for children with special educational needs and/or disabilities or any children who attend other settings. However, she has a suitable understanding of how to work with other professionals to provide continuity for children and to support them in the next stages of their learning. She works within her equal opportunities policy to ensure that children's choices are acknowledged and she does not stereotype her play. However, positive images and toys that reflect diversity and disabilities are currently limited. The childminder is approachable and easy to talk to, therefore, she has friendly relationships with parents. She sends regular updates during the day via text message pictures and videos to reassure parents that their children are settled and happy. Parents are very pleased with the provision and comments include; 'I

am extremely happy with the care my child receives and the way in which information is passed on.' This demonstrates that good communication is in place and shows that the childminder works very well in partnership with parents to fully support children's care, welfare and learning.

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

Unique reference number	EY428515
Local authority	Durham
Inspection number	808811
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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