

Inspection date

Previous inspection date

11/01/2013

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

- The childminder has a good knowledge of the Early Years Foundation Stage and understands how children learn and develop. She works with her co-minder to support children's learning and development very well.
- Children have developed warm relationships with the childminder, her family and co-minder. The designated play room provides a stimulating environment to support and challenge children's learning.
- Regular outings to parks and local play areas, together with the use of the garden, provides children with frequent opportunities to enjoy fresh air and exercise.
- The childminder has a positive approach to continuous improvement. She works closely with the local authority advisors and her co-minder to develop the service they provide.

It is not yet outstanding because

- Opportunities for children to learn about various relevant cultural and religious events are limited, which does not fully develop children's understanding of the world around them.
- Children do not have enough opportunities to investigate the natural world outside, such as observing the effects of the wind.

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 with the childminder and her co-minder at appropriate times throughout the inspection process.
- The inspector observed activities in the designated playroom.
- The inspector looked at children's learning journals, registration information from parents, a selection of policies and children's records.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is working from the home of another childminder in Hartlepool. This childminder shares her home with her partner and three children aged four years, 22 months and six months. Most of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is able to take and collect children from local schools and pre-schools. Currently there is one child on roll in the early years age range. The childminder is also

able to offer care to children aged over five years. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- plan opportunities for children to experience and celebrate a varied range of cultural and religious events to further develop their understanding of the world around them
- develop resources in the outdoor area so children can investigate the effects of the wind, such as, chimes, streamers, windmills and bubbles.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and understands how children learn and develop. She works with her co-minder to support children's learning and development very well. She knows the children well as she gathers a wide range of information from the parents when they first start to attend. For example, information regarding children's starting points, interests, likes and dislikes is collected at registration. From this information, she ensures that activities and resources are made available based on the children's interests and current stage of development. This supports the children to make good progress in their learning and development from the start. The childminder uses the guidance 'Development Matters in the Early Years Foundation Stage' to assess and identify children's ongoing development. She undertakes regular observations of the children and uses this information to plan for their individual next steps in their learning. This helps to ensure the children make good progress across all the areas of learning and have the necessary skills to help them in their preparation for their transition to school when they are ready to move on.

Positive images of all children are clearly displayed around the designated playroom. For example, books, posters and some resources represent children's diverse backgrounds. However, opportunities for children to learn about a range of cultural and religious events are limited, which does not fully develop children's understanding of the world around them. Children enjoy making sounds and have great fun using metal bowls and kitchen utensils to make loud noises. The childminder provides space and gives them time to investigate and experiment with the sounds they make. She also models how to use equipment to make different sounds, further promoting children's fun and learning.

Children are able to explore living things as they grow plants from seeds. This gives them opportunities to watch and talk about their sunflower growing. However, opportunities for children to investigate the effects of the wind, using items such as chimes, streamers, windmills and bubbles, are limited in the outdoor area. Young children recognise and respond to familiar sounds. For example, they quickly go to the door when they hear the doorbell ring. The childminder talks to the children about who it could be. This helps to promote their early thinking and understanding.

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

Children's emotional well-being is well supported and nurtured in the homely environment. The childminder sensitively helps children to settle in well by gathering information from parents about their individual needs and routines. This enables children to settle quickly and confidently in her care. Children have developed warm relationships with the childminder, her family and co-minder. Resources are of good quality, well maintained and freely available in the clean designated playroom. These are relevant to the children's age, stage of development and interests, which helps to promote children's independence and encourages them to direct their own learning. Children are well behaved and thrive on the individual attention from the childminder, who provides lots of appropriate praise and encouragement, in turn boosting their confidence and self-esteem.

The garden is well-equipped with outdoor play equipment including a slide, climbing frame, bikes and cars to support children's physical development. Children enjoy regular outings to parks and local play areas and use the garden, so they have frequent opportunities to enjoy fresh air and exercise. Young children show a good awareness of hygiene routines, as they confidently go to the bathroom, when asked to wash their hands before lunch and snacks. They also hold their hands out to be wiped after messy play, demonstrating their awareness of familiar routines. Appropriate fire detection and control equipment are in place, for example, fire alarms, smoke detectors and a fire blanket. The childminder develops children's awareness of safe practices as they are regularly involved in emergency evacuation drills. She talks to them about why they should not run indoors and encourages them to tidy the toys away when they have finished so they 'do not fall over them'. This further develops their understanding of safety within the home.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She works with her co-minder to ensure the home is safe and they undertake regular safety checks of the premises to ensure children are safe and secure in their care. She has completed safeguarding training and understands the procedures to follow should she have any concerns about the children. She has attended a relevant first aid course and a first aid box is readily available. This enables her to act quickly in the event of a minor accident, which helps to protect children's welfare.

The childminder has a good understanding of the learning and development requirements

and plans for children's individual learning needs. Learning journals clearly show how children are making good progress towards the early learning goals. Relationships with parents are positive and information about the children's care and learning is shared verbally as well as through the learning journals. A wide range of information is also displayed on the large notice board, which keeps parents informed of the activities and service provided. Currently, no children who are in the early years age range attend other settings. However, the childminder demonstrates a good understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity and consistency.

The childminder has a positive approach to continuous improvement. She works closely with the local authority advisors and her co-minder to develop the service they provide. She is beginning to use the Ofsted self-evaluation form to highlight the strengths and weaknesses of the service. Actions for improvement are clear, which helps to ensure that continuous development promotes good quality provision for all children.

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	EY441081
Local authority	Hartlepool
Inspection number	810581
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
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.

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