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| Inspection date | 11/01/2013 |
| Previous inspection date | 08/12/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 provides a very friendly and welcoming service where children feel safe and secure. Children are eager to learn and have developed close relationships with the childminder and her co-minder.
- Strong links have been developed with parents and effective communication keeps them fully involved in their child's care, learning and development.
- A wide range of challenging and fun learning experiences are readily available within the designated playroom. Children have independent access to a good range of relevant and well-maintained resources, giving them opportunities to make choices about their learning and play.
- A healthy range of meals and snacks are provided daily and children have independent access to fresh drinking water. All of which helps to raise children's awareness of healthy living.

It is not yet outstanding because

- Opportunities for children to experience and celebrate cultural and religious events are limited, which does not fully develop children's understanding of the world around them.
- Opportunities for children to investigate the natural world outside, such as observing the effects of the wind are not readily available.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

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

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her children aged 16 and 13 years in a house in Hartlepool. The ground floor rooms are used for childminding. Children have access to the rear garden for outdoor play. She visits the local shops and parks on a regular basis and is able to collect children from the local schools and pre-schools.

There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. Currently no children attend who are of school-age. The childminder works regularly with her co-minder and they open all year round from 8am to 5.30pm

Monday to Friday except for family holidays. They attend a childminder group and the local children's centre. The childminder 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

Children are making good progress towards the early learning goals as the childminder and her co-minder provide a stimulating and challenging learning environment. They know the children in their care very well and have a good understanding of how children learn. Observations of children's progress are recorded in their individual learning journey. These are assessed and next steps are clearly highlighted and used to challenge children's learning and development. The 'weekly planner' shows how the childminder uses observations to plan a wide range of activities that are relevant to children's individual needs and interests. The childminder has completed the two year progress check for all relevant children and works with parents to ensure they are involved in the process.

The childminder encourages children to play co-operatively and take turns with others, such as waiting their turn to use the microphone or look at their favourite books. She shows toddlers how to pronounce and use words by responding and repeating what children are saying in the correct way. This helps to develop their early speaking and listening skills. Children are eager to join in with planned activities. For example, they are very excited when the childminder invites them to explore paint. She provides a variety of different coloured paints, paper, sponges and paint brushes and gives children time to explore making marks and the texture of the paint. They enjoy using their hands to squeeze and feel the paint and the childminder talks to them about the different marks they have made. The childminder provides a range of positive images of all children, for example, books, posters and some resources represent children's diverse backgrounds. However, opportunities for children to experience and celebrate cultural and religious

events are limited, which, does not fully develop their understanding of the world around them.

Children enthusiastically find their favourite instrument and have great fun creating sounds by banging, shaking, tapping and blowing. They confidently join in with familiar rhymes and songs and wiggle and dance to the sounds they make. The childminder provides lots of positive praise and encouragement, giving children time to complete tasks independently, but supports them when appropriate. For example, she demonstrates how to use some instruments, developing children's awareness of how things work. Opportunities for children to develop their physical skills are provided both indoors and out. For example, the childminder provides a wide range of equipment to encourage children to climb, balance and crawl, such as climbing frames, tunnels and planks. Wheeled toys are readily available to encourage even young children to think about the way they move. However, opportunities for children to investigate the effects of the wind, such as chimes, streamers, windmills and bubbles are limited in the outdoor area.

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

Children thoroughly enjoy their time at the setting. They have developed strong bonds with the childminder, her co-minder and their peers. Children are very confident and happy with the childminder. The designated playroom provides a stimulating environment to support and challenge children's learning. A wide range of well-maintained resources is freely available. These are relevant to children's age, stage of development and interests. This helps to promote children's independence and encourages them to direct their own learning. Children respond very well to the childminder's requests and are very well behaved.

The childminder works with parents to ensure children's individual dietary needs are met and healthy eating is promoted. Drinks are freely available and the childminder provides a range of healthy meals and snacks, for example, children enjoy grapes, bananas and apples for snack and chicken with a range of vegetables for lunch. Young children feed themselves competently with their spoon and the childminder supports appropriately and responds quickly to their non-verbal requests. For example, filling their cups with water when they hold them out to her.

Children develop their awareness of safe practices as they are regularly involved in emergency evacuation drills. The childminder further develops their awareness of safety, for example, she talks to children about road safety when out and about in the local environment. She encourages them to 'stop, look and listen' as they wait to cross the road. The childminder helps prepare all children for the transition to the setting and good systems are in place for transition to local schools and nurseries. For example, parents bring children for several visits before they attend, helping them to get to know the childminder and her co-minder. This helps to develop their confidence and enables them to build secure relationships with the childminders and the children in their care.

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

The childminder has completed safeguarding training and has a good understanding of her responsibilities to help protect children's welfare. A wide range of policies and procedures are in place and regularly updated. Parents sign to say they have read and understand these, which keeps them informed of the service provided. Written risk assessments are in place for the childminder's home, garden and outings. These are regularly updated and reviewed. A bell entry system is in place for the back garden gate and children cannot leave the premises unattended. This helps to protect children's safety and well-being.

The childminder has a good understanding of the learning and development requirements. She has implemented good systems to observe and assess children's learning and development. Observations are linked to the seven areas of learning and 'next steps' are clearly highlighted and used to plan a varied and challenging learning experience for all children. Partnerships with parents are strong and effective systems are in place to ensure continuity of care. For example, an in-depth exchange of information, makes sure parents are fully informed about children's progress and activities they have been involved in. A large notice board is in place and enables the childminder to share a wide range of guidance and information for parents on how they can support children's learning at home. 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 coherence.

The childminder is keen to develop the service she provides. She attends a wide range of relevant training to develop her knowledge and skills. She also works closely with the local authority advisors and her co-minder to develop the service she provides. Plans for future improvements are in place, which helps the childminder to continually develop the service she provides, promoting outcomes for all children.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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 |

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| | | 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 | EY411157 |
| Local authority | Hartlepool |
| Inspection number | 875449 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 08/12/2010 |
| 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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