

Inspection date	30/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Planning is based on children's interests to suitably promote their learning and development.
- The childminder safeguards and promotes children's welfare effectively. She provides a safe and clean learning environment that meets children's individual needs and helps them make satisfactory progress.
- The childminder is a good role model for children, joining in with their play and applying consistent ways to help children understand acceptable behaviour.
- A close working relationship is developed with parents, which helps parents to share what they know about their children and keeps them informed about their children's achievements.

It is not yet good because

- Methods to assess how children are achieving overall have not been fully implemented, this means any gaps in their learning and development may not be fully identified.
- Resources have not been developed fully to reflect the diverse society in which we live, to help develop children's understanding of others and the wider community.

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 observed activities and how the premises are used for the care of the children.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's development records and a selection of records, policies and procedures.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Lynne Pope

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 lives with her six year old son in a semi-detached house in the Hylton Castle area of Sunderland. The whole of the ground floor, the bathroom and playroom on the first floor and the rear garden are used for childminding. The family has a guinea pig and a dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, who are in the early years age group and who attend for a variety of sessions. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop ongoing overall assessment to understand children's level of achievement, and to identify any possible gaps in their learning and development.

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

- support children's understanding of difference by using props, such as books, puppets and dolls, to tell stories about diverse experiences.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of how children develop. She can generally identify what all children can do and what the next steps in their development are that she is concentrating on. The childminder carries out two-year-old progress checks under the prime areas of learning and development. She reviews this with parents and together they decide what the next development steps will be. Through her observations she plans activities based on children's interests. However, effective use is not made of these observations to support assessments which show all children's overall development, or to track their progress.

The organisation of the childminder's home and the presentation of toys and resources enable children to make independent choices about what they would like to play with and how they spend their time. They express their own interests as they choose what they would like to do, such as making a train track and playing hairdressers. The childminder closely interacts with children during their play. She sits with them and asks and answers their questions. This helps them to understand the correct way to say words and shows their understanding when they follow directions. For example, the childminder has

discussed sharing resources. This is later repeated by one child to another as they play with the same resource. The childminder uses numbers with children in meaningful contexts to develop their understanding. For example, they count during their play and have stories about numbers where they look at how they are written. Children have used various construction materials, such as cereal boxes, to build a princess castle. They are excited as they choose what colours they want to paint it and spend concentrated effort as they each paint a side. Their imagination is developing as they play with the dolls hairdressing set, brushing the hair and saying that it is messy and they will tie it up. The childminder plans to celebrate different festivals with children during the year. However, there are limited props and resources that reflect our diverse society, such as those showing images of disability and religion. This means children's understanding of the wider world is not promoted in their everyday activities. Children take part in activities at toddler group and the library where they mix with other children. This helps support their transition into pre-school or school.

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

The childminder sensitively helps new children to settle in her care. She offers settling in visits so that children get to know the childminder and her home. She meets them at outside venues, such as, the library so that they see her in the local environment. This all helps them to have a smooth transition into her care. Children quickly form a close attachment to the childminder and use her as a secure base to explore the resources independently in the home. For example, they choose what resources they would like to play with from the store cupboard. Good use is made of space in the warm and welcoming environment. The childminder uses a dedicated playroom where children have the freedom to express themselves in safety. For example, the child size table and chairs enable them to paint freely at their own level. The childminder ensures that resources remain safe for children by checking them regularly. She supplements bought resources with homemade ones. For example, she has made discovery bottles with different liquids and objects. Children investigate the bottles and see if they can identify what is inside, such as the letters from their name. The childminder helps children learn how to keep themselves safe. They practise emergency evacuation procedures which ensure that they know what to do should the situation arise.

The childminder has a calm and consistent manner with the children. She guides new children through talking to them. They soon respond to the safe boundaries that she sets, such as waiting for her to walk upstairs with them so that she can support them. Meal times are an enjoyable time. The childminder asks children what they would like for their lunch. Children choose carrot, apple and pear which they enjoy eating. Their understanding of healthy eating is developing as they visit the shops with the childminder where they look at different foods and choose what they would like for snacks. The children develop self-care skills as the childminder explains to them the importance of washing their hands at appropriate times during the day. They develop an understanding of when they need to visit the toilet and clearly communicate with the childminder to let her know. Various activities encourage children to move freely and with pleasure and confidence in a range of ways. She has ensured that they have space in the home for their

activities. They go for walks in the local environment and visit the park and soft play centre.

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

Children are appropriately safeguarded as the childminder has a satisfactory understanding of the procedures to follow should she have a concern about their welfare. She can recognise that children might be at risk of harm and knows how to liaise with appropriate agencies should she have a child protection concern. The safety of children is given priority when they are in her care. They learn how to keep themselves safe, for example they have practiced emergency evacuations from the home so they know what to do in such an event. The childminder ensures that the home is safe for children. She has completed written risk assessments for the home to identify possible hazards which she then minimises. For example, she has put safety gates at the top and bottom of the stairs to protect children from falls. The required records, policies and procedures are in place which underpin the care and welfare of children.

The childminder has begun to evaluate the strengths of her practice and to identify areas for future development. This resulted in the childminder developing a format to record children's learning and progress. Input from the local authority development officer has helped her to address areas for development, such as how she shares her policies and procedures with parents. She gives parents a copy which they take home to read which ensures they understand the procedures that the childminder follows.

The childminder understands the importance of working in partnership with others involved in children's care and learning. She is developing relationships with other provisions that children attend as part of the Early Years Foundations Stage. For example, she has introduced herself to staff at the provisions and shared the two year progress check that she completed with the nursery that children attend. This ensures continuity for their care and learning. The childminder keeps parents updated about their children's time with her through a daily diary that they can read and through discussions when they collect their child. Parents spoken to at the inspection stated that they appreciate what the childminder does with their children and would recommend her to other people.

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	EY449923
Local authority	Sunderland
Inspection number	811602

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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