

Inspection date

22/02/2013

Previous inspection date

22/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- Children's language development is given a very high priority. The childminder is confident in extending children's vocabulary and they enjoy favourite books together.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these, so that children are able to use all areas of the downstairs and the garden in their play.
- Relationships with parents and families are very good. Daily discussions keep parents and the childminder very well informed about the children's recent experiences and events.

It is not yet outstanding because

- Opportunities for parents to share what their children do at home and to contribute to their children's learning and development are in their early stages and not yet fully developed to help children progress towards excellence.

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 in the main downstairs room and viewed the facilities for outdoor play.
- The inspector spoke with the childminder, parents and children at appropriate times throughout the observations.
- The inspector looked at children's learning journeys and children's records.
- The inspector checked evidence of suitability and all documentation, including policies and procedures.

Inspector

Eileen Grimes

Full Report

Information about the setting

The childminder was registered in June 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 17, 15 and 13 years in a house in Peterlee in County Durham. The whole of the ground floor and the rear garden are used for childminding. The family has 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 five children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop further arrangements for helping parents to share what their children can do at home in order to contribute fully to their learning and development.

Inspection judgements

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

Children's enthusiasm for learning, and the levels at which they succeed, are enhanced by the childminder, who has a good understanding of how to engage and capture their interest. She recognises fully that they learn through play. Teaching is strong and the childminder skilfully intervenes and extends children's learning during child selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. Children are interested and keen learners and are making good progress in their learning against the typical range of development expected for their ages. They are well prepared for their transition to their next stage of learning, either at nursery or school.

Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during play and supports children with their pronunciation. The children enjoyed playing with books as part of their imaginative play. Older children read stories to younger children and the childminder supports them with letter and sound recognition. Children recognise the letters within their own names. The childminder fosters the children's love and appreciation of books. They handle books carefully and know that print carries meaning and is read from left to right and from top to bottom.

Children's early skills in making marks are developing well and drawing and creative

activities enable them to express their own creativity. Children request creative activities which are facilitated with a range of resources and the childminder ensures that activities are accessible to children of all ages, making adaptations as required. For example, the youngest children use the high chair to access dough and painting activities.

Children are encouraged to count and use numbers throughout their play and routines. For example, children instigate a game of shops. They make signs for open and closed and with the support of the childminder make 'paper money', talking about the amounts and amount of money needed to buy certain goods. Visits to local amenities, such as the shops, park and toddlers groups, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. The childminder has exceptional skills in ensuring that an inclusive environment is created for all children. She very successfully adapts activities and her home to ensure activities are accessible to all children and to encourage a breadth of skills.

The childminder is aware of the progress checks at two years but has not yet needed to implement them. There are improved systems in place to observe and assess each child's progress in their assessment records. These cover the seven areas of learning and this information plans the next steps of learning for each child, in order to clearly monitor their progress over time. The childminder is starting to develop partnerships with parents regarding how they contribute to children's assessments and learning journeys and how they share information about their child's learning at home.

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

Children feel very secure and confident with the childminder, who takes care to ensure that she obtains information from parents about likes, dislikes and children's routines. The childminder takes time to talk to children throughout the day, so that they feel special and valued and her knowledge of their needs is very clear. The childminder engages in children's play but is also skilled at knowing when to stand back to let them lead their own play. The childminder knows what children like playing with and ensures that those toys and resources are easily accessible. Excellent relationships exist between the children and the childminder, with all ages of children and with the childminder's own family. When engaging with children, the childminder ensures that she is at their level, always maintaining eye contact with them. This results in children responding with enthusiasm to her. Children enjoy the cuddles and close contact at quiet times.

Behaviour is very good. Children are helped to understand what is acceptable behaviour and that to share and to respect each other is important. They develop good self-care skills and are very independent. Children take responsibility for putting toys away and generally clearing up after themselves. They understand the importance of tidying away to prevent falls and accidents. They have healthy meals and snacks and make choices about the food they eat. Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play with regular trips to the local park.

The childminder has outings to a childminder group and children's centre, which helps

children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare for the next big step in their life, such as starting at the local nursery or school.

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

The childminder sets high aspirations for quality. Her capacity to improve is exemplified in the way that she has addressed recommendations from the last inspection. Resources and activities have been improved to nurture children's respect for their own cultures and beliefs and those of other people. The childminder reflects on her practice, sets targets and plans future training. She has completed training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She seeks additional information regarding any care practices from appropriate professionals, such as orthopaedic specialists.

Planning and systems to observe and assess each child's progress in assessment records and learning journeys have been greatly improved. These are clearly recorded across the seven areas of learning and this information plans the next steps of learning for each child and is used to clearly monitor their progress over time.

Arrangements for safeguarding children within the provision are exceptionally strong. All policies and procedures are in place and are implemented through her practice. Risk assessments are exemplary, thorough and greatly improved. They minimise risk in the childminder's well organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence.

The childminder has positive relationships with parents and regularly shares information about children's routines and their activities. This enables parents to be fully informed of their children's day. Parents' comments confirm that this is a two-way flow of information and parents are extremely confident about the care provided for their children. The childminder gives parents questionnaires to obtain their views about the setting and they are positive. Relationships with other providers delivering the Early Years Foundation Stage and local schools are very good and this promotes continuity in children's care.

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	EY335535
Local authority	Durham
Inspection number	820643

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/04/2010
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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