

Inspection date

27/02/2013

Previous inspection date

16/01/2009

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

- Partnerships are effective because the childminder works very well with parents and other agencies to ensure children's specific needs are targeted and appropriate interventions are sought.
- Children build secure attachments with the childminder. As a result, they smile and show obvious delight and pleasure when they spend time with her.
- Children develop communication and language skills as the childminder uses a variety of communication strategies, including signing, where appropriate.
- The childminder continually reflects upon her practice, taking into consideration the views of parents. This supports the identification of areas for improvement through careful monitoring and analysis of children's individual needs.

It is not yet outstanding because

- Opportunities for children with disabilities to make their own choices and express preferences are not fully maximised. This is because the childminder occasionally chooses what activities are available for them to engage in.

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 children at appropriate times throughout the inspection.
- The inspector observed children's activities and the areas of the home that they have access to.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safety procedures.

Inspector

Nicola Jones

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 19 years in a house in Consett. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has three pet dogs.

The childminder provides a specialised service and supports a number of children with

special educational needs and/or disabilities. She accesses toddler groups and attends education therapy sessions in her local area. She collects children from the local schools and nurseries. There are currently three children on roll, all 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. 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:

- extend opportunities for children with disabilities to make choices and express preferences by, for example, taking photographs of activities and sharing these with children so they can indicate what they want to do.

Inspection judgements

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

The childminder has very good knowledge of the Early Years Foundation Stage and uses this well when supporting children with individual and specific needs. She provides a wide range of experiences and opportunities covering all areas of learning and, as a result, children make progress according to their starting points. The childminder encourages children to use their senses and is skilful when using sensory equipment to meet their individual needs. She uses resources, such as ribbon sticks and a vibrating ball, to encourage children to make movements with their arms and legs which gradually become more controlled. The childminder plays alongside children on the floor, responding appropriately and praising their efforts when they turn their head in response to sounds and sights. This supports children's physical development and raises their self-confidence.

Children thoroughly enjoy the time they spend with the childminder and are beginning to use their senses to explore the world around them. For example, the childminder describes how she supports children to touch and feel snow with their hands before shaping it into a snowman. The childminder talks about how sensory development is further extended when children play with bubbles in water. Children's listening and attention skills are encouraged when the childminder talks gently to them, ensuring she is physically close and making eye contact where possible. She uses a lively voice, with up and down tones to help children tune into what she is saying. This helps children to recognise particular sounds. For example, the childminder asks, 'Listen, can you hear the dog barking?' Children thoroughly enjoy listening to music and the childminder uses songs

and rhymes to stimulate and encourage movement. She holds children's hands to wave when singing a 'Hello' song and praises their efforts when they move their legs in response to sounds. As a result, children are developing a good range of skills that will support their readiness to move onto the next level of learning.

The childminder carries out regular observations of children and takes photographs as evidence of what children are achieving. This information is threaded through into planning and is used effectively to provide activities and experiences to meet children's individual needs. She shares this information with parents on a regular basis. This ensures there is shared knowledge and understanding in order to plan together and think through ideas of how to move the child forward.

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

The childminder provides a warm and welcoming environment for children and their parents. She skilfully tunes in and meets the individual needs of children with specific and complex needs, providing loving and consistent care. Children show obvious delight and pleasure when they arrive at the childminder's home. They show they are happy and content when they lift their head, smile and start to giggle when the childminder gives them water through a syringe. This means secure attachments are in place which supports children's well-being. The childminder recognises when children are uncomfortable or tired and talks to them in a kind, sensitive way when she moves them to lie on the living room floor. Their physical skills are well supported and the childminder places strong emphasis on movement play. She provides a very good range of appropriate toys and equipment and makes use of local services, such as the 'learning library', to gain access to specialised equipment including sensory materials and resources.

The childminder makes good use of the outdoor environment to compliment children's learning and promote physical exercise. Evidence from photographs demonstrates how children enjoyed the recent snow fall and use equipment, such as spades and shovels to dig. This supports children's understanding of using tools and equipment safely and helps them to remain safe when playing outdoors. The childminder encourages children to make some choices. For example, they choose between water and juice when they arrive from school. However, the childminder occasionally chooses activities for children to engage in. This means those children who are capable of expressing preferences about their activities are not always given opportunities to do so.

The childminder manages the introduction of new children and settling in procedures well. Parents describe how she provides a service 'above and beyond' by providing additional times when visits can be made to ease the transition process. For example, offering weekends when children and parents can visit and spend time in her home.

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

The childminder regularly reviews the broad range of experiences she provides for children. She has a good, secure understanding of the areas of learning and skilfully adapts activities and opportunities to ensure all children are included and can take part. She has an accurate understanding of all children's skills and abilities and talks confidently about the progress children make over time. The childminder works effectively with parents and other agencies to ensure children's specific needs are targeted and appropriate interventions are sought.

Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns. She has attended training and is aware of the need to keep her knowledge up-to-date. The childminder has a paediatric first aid qualification and keeps written records of all medication administered to children. She has a first aid box, which is accessible at all times with appropriate content for use with children. Children's safety is further protected as the childminder's home is secure at all times.

The childminder continually reflects upon the service she provides and demonstrates a strong drive to improve. She has very good awareness of the strengths of her practice and talks confidently about plans for the future that aim to support children's developments over time. The childminder works very well with parents and identifies areas for improvement through careful monitoring and analysis of children's individual needs. She attends training and local support groups with parents to ensure there is shared knowledge and a clear picture is obtained of children's development.

The childminder has very good relationships with local schools and nurseries children attend. Children have individual books containing information regarding their learning and development and welfare. This ensures information is effectively shared and each child's individual needs are given utmost priority to ensure continuity is maintained. The childminder attends a local therapy centre for children with Cerebral Palsy and other physical disabilities. She makes visits with the children and observes practitioners working with them. This enhances her own interactions with the children and the opportunities she provides, leading to improvements in children's physical, emotional and language development over time.

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
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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 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	EY315323
Local authority	Durham
Inspection number	820450

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/01/2009
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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