

<b>Inspection date</b>	07/03/2013
Previous inspection date	29/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder provides an interesting and exciting environment, with children having easy access to a wide variety of toys and activities, both indoors and outdoors. Consequently, children are happy, highly motivated and are making good progress in their learning and development.
- Children are well safeguarded in the childminder's care. She has a good understanding of her responsibilities with regards to child protection. Her home is safe and good steps are taken to reduce potential dangers.
- High standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection. This promotes children's health and well-being.
- The childminder carefully helps children to settle into her setting. Children benefit from this as they develop warm, caring relationships with the childminder, helping them to feel settled, included and secure.

#### **It is not yet outstanding because**

- Arrangements to share information about children's development with other providers of the Early Years Foundation Stage are not fully in place. This does not help to firmly consolidate children's very good learning.
- Displays and books do not yet include photographs of children's, families, friends, pets and favourite people to further promote the youngest children's conversations.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the playroom and kitchen.
- The inspector looked at the childminder's self-evaluation document, children's learning journals and a selection of records, policies and procedures.

## Inspector

Karen Tervit

## Full Report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two grown up children and a 13 year-old daughter in Peterlee, County Durham. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs as pets.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6.30pm, 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:

- strengthen the partnerships with other providers of the Early Years Foundation Stage so that information about children's development is shared to further consolidate learning
  
- display photographs of children's families, friends, pets and favourite people to further develop the communication skills of the youngest children in particular.

### Inspection judgements

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

The childminder is an experienced and organised practitioner who clearly enjoys spending time with the children. She has a good knowledge of the learning and development requirements and a clear understanding of how young children learn and develop through purposeful play. Effective arrangements are in place to gather plenty of information from parents about their children before they start attending. For example, parents complete detailed care plans for their children, which they regularly update. From this information the childminder ensures that activities and toys are made available based on the children's interests. For example, children show an interest in dinosaurs so she makes sure these are readily available in different areas in the playroom. The childminder undertakes regular observations of the children and uses this information, along with the guidance in

'Development Matters in the Early Years Foundation Stage', to assess where they are at in their learning and plan for their individual next steps. This supports the children to make good progress in their learning and development, ensuring they receive appropriate challenge.

Children have time to try things for themselves before the childminder intervenes. For example, when exploring stickers, to decorate their Mother's Day cards, children are given time to try to peel the back off themselves before she offers help. Children are consistently given meaningful praise and encouragement to have 'a go' and develop new skills. Consequently, children's individual needs are met well in the setting and they demonstrate positive attitudes towards learning and are very keen to participate in all the activities on offer. The childminder often models what to do to help children develop in confidence. Consequently, older children are developing their skills, such as using scissors correctly, beginning to recognise and write their own names and getting themselves dressed and undressed. Children are developing good imagination skills. For example, they play with the small world figures, offering a running commentary of what they are doing, as they push the figures in wheelchairs to take them to the shops. They eagerly dress up as doctors and take each other's temperature, checking to see if their 'patient' has a sore throat, using lollipop sticks. The childminder skilfully introduces children to new vocabulary to use in their play, such as 'stethoscope and syringe'. The childminder displays colourful photographs of activities children have particularly enjoyed, such as muddy walks at the local dene. However, displays and books do not yet include photographs of children's families, friends, pets and favourite people to help further develop the conversational skills of the youngest children in particular. Children thoroughly enjoy making their own play dough, carefully choosing different coloured paints to stir into the flour and then skilfully moulding it into different shapes and letters.

The childminder makes good use of community groups and facilities to complement activities provided in her home. As well as giving children additional experiences, this allows them time to play in larger groups, which helps with their social development, preparing for their next stage in learning or for school. Children have lots of space both indoors and outside to enjoy physical play, as well as using facilities in the community. They are regular visitors to parks and nature areas where they use a wide variety of equipment. This helps to promote their physical development.

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

Children have good relationships with the childminder. They form secure attachments and are happy and content in her care. Transitions between home and the setting are smooth and easy for children. The childminder takes time to get to know them and finds out as much as she can from parents about children's likes, dislikes and routines to help them settle quickly and feel secure. She is warm and attentive to children's needs, which fosters their emotional and physical well-being. The childminder's home is well organised and welcoming. Children enter eagerly on their return from nursery, knowing they need to take off their shoes and hang up their coats.

Children show a strong sense of belonging at the setting. They grow in independence and show high levels of self-motivation as they confidently move around the childminder's home, both indoors and outdoors. The dedicated play room is an exciting and interesting environment, rich in print and numbers, for children to explore and have fun in. They help themselves to a large variety of good quality toys and play materials, including many which reflect positive images of difference and diversity. Children respond well to the childminder's clear guidance and reassurance. They quickly learn the rules and expectations of the setting, such as saying 'please' and 'thank you' and helping tidy things away so they do not trip over. This helps them behave well and learn to keep themselves safe.

Children's health is well promoted. The childminder's home is clean and safe. She takes good steps to minimise the risk of cross-infection and to promote children's good health. They manage their own personal hygiene, knowing why they need to wash their hands, 'to get rid of nasty germs' before they have their lunch and put their hand over their mouth when coughing. Meal times are a very sociable occasion as children chat about their time at nursery and choose what they would like to eat from a selection of healthy home cooked options. Children's physical skills are well supported as they undertake activities and outings that help them to keep fit and provide them with physical challenge. For example, they visit local parks where they can climb, balance and negotiate obstacles. Consequently, they gain confidence as they practise a range of movements and begin to judge risks for themselves.

The childminder is very conscious of her role in preparing children for the transition to school and nursery, helping them become independent and confident learners. For example, younger children go with her to collect older children from school. The childminder helps them develop friendships with children who they will be going to the nursery with and who will be part of the same school intake.

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

The childminder is familiar with the revised Early Years Foundation Stage learning and development requirements. For example, she monitors the educational programmes to ensure all areas of learning are covered and that they provide appropriate challenge for children. She evaluates children's enjoyment of activities and uses this information to help with future planning, fully involving parents in this process. For example, they work together to promote children's language skills.

The childminder has a good understanding of safeguarding children and is aware of what to do if she has any concerns about a child's welfare. She has good procedures in place should there be any allegations against her or other adults in the household. This means that children are well protected. The childminder manages risks well as she keeps her written risk assessment up to date and reviews this regularly, depending on different situations. She provides a secure environment, checks any visitor's identification carefully

and uses safety equipment appropriately. This ensures that children play in a safe environment. Requirements for record keeping for the safe and efficient management of the setting are met. For example, the hours of children's attendance and personal information are recorded and kept updated. The required checks are completed on the adults in the home to ensure they are suitable. Procedures are in place for the safe administration of any medication if required and the childminder has completed first aid training. This ensures that children play in a safe environment.

The childminder is keen to maintain continuous improvement. For example, she researches the internet and reads childcare publications. She is in the process of employing an assistant, so she can offer children more personalised care. She has positively addressed the action and recommendations raised at the last inspection. For example, she now completes comprehensive risk assessments for all outings, further safeguarding children. The childminder constantly reflects on her practice and involves parents and children in her self-evaluation to help her shape her already good practice.

The childminder works well with parents and her relationships with them are good. They have easy access to their children's learning folders. The childminder provides information on what children can do, their next steps in learning and what activities can be done to support their further learning. This contributes to effectively meeting children's individual needs. The childminder is fully aware of the benefits of sharing information with other providers of the Early Years Foundation Stage and has made attempts to do this. However, as yet, she does not have secure arrangements in place to liaise with all the nurseries and schools which children attend. This does not help to consistently support children's ongoing learning and development.

### **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 action. 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

<b>Unique reference number</b>	550064
<b>Local authority</b>	Durham
<b>Inspection number</b>	819443
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2010
<b>Telephone number</b>	

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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, which are usually the childminder's 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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