

## Inspection date

Previous inspection date

13/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 is highly organised; both she and her assistant undertake thorough sensitive observations, which they use to effectively plan exciting and interesting activities based on children's needs and interests. Consequently, children are making good progress in their learning.
- The childminder and her assistant work extremely well together, recognising each other's strengths. They ensure that children receive relevant support and consistency and continuity in their learning through strong partnerships with parents and others.
- Children's well-being and care are very well supported by the childminder and her assistant. They have very strong bonds with them; therefore, they feel safe and secure and settle well.
- The childminder has a good understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure that children are kept safe and protected.

### It is not yet outstanding because

- Materials and resources, such as gloop, are not yet used frequently enough to fully enhance children's exploration and sensory experiences.
- There is room to do more to help young children understand that words have real meaning.

## 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 had a tour of the premises and observed children playing in the playroom and kitchen.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.
- The inspector looked at children's assessment records, daily diaries, planning documentation and a selection of policies and children records.
- The inspector took account of the views of parents through emails, letters and text messages received.

## Inspector

Karen Tervit

## 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 husband and her two children aged seven years and one child aged three weeks in Spennymoor. She uses the whole of the ground floor, the first floor bathroom and the large rear garden for childminding. The family has a rabbit.

The childminder works with an assistant, who has an early years degree. She attends community groups and the local children's centre. The childminder visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, six are in the early years age group and attend for a variety of sessions. Two children are of school-age, who attend before and after school. The childminder provides care all year round from 7am to 5.30pm, Monday to Friday, except for family holidays.

### What the setting needs to do to improve further

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

- build on opportunities for children to explore through all of their senses, for example, by providing small trays of gloop, so children can run their fingers through it
- enhance children's understanding that words have meaning by displaying words with pictures.

## Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She gathers comprehensive information about each child's background, needs and starting points, for example, through detailed discussions with parents and completion of 'All about me' booklets. This means that she is familiar with children's needs and abilities before they start and can provide individualised care. This supports her planning for children's future learning and development. Consequently, planning is very much based on children's individual interests and needs. Planning is

clearly displayed on the whiteboard in the playroom and acts as a constant reminder to the childminder and her assistant, as well as helping to keep parents fully involved in their children's learning. Observations of children's play are clearly linked to the seven areas of learning and the childminder has developed systems to monitor their continued progress over time. The childminder is fully aware of the progress check at age two years and is currently developing systems that will enable her complete this when required.

The childminder and her assistant ensure that children are appropriately challenged and interested in activities. For example, the childminder skilfully builds on very young children's interest in exploring the treasure basket of items, such as wooden spoons and metal egg cups. They watch excitedly as she demonstrates the different noises the spoons make when banging them together and then have a go themselves. Children have made their own interesting musical instruments using plastic bottles and rice. However, there is scope to build on this by encouraging children to use all their senses to explore unusual textures, such as cornflour gloop and shaving foam. The childminder spends time with individual children, promoting their independence skills, for example, helping them to learn to feed themselves with finger foods and encouraging them to stand and take their first steps. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local soft play centres. Books are plentiful and children have easy access to them. Very young children enjoy snuggling up on adults' knees to listen to favourite stories; they are gently encouraged to explore the pictures and help turn the pages. However, there is scope to improve opportunities to extend children's understanding that words have meanings. Both the childminder and her assistant offer good levels of support to children, interacting well with them, offering a running commentary on events and talking with them to improve their communication skills. They also give very young children time to vocalise and respond themselves.

Very good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups and children's centre sessions to help develop children's social skills. They visit local shops, such as the butchers and bakers, to learn that food does not just come from the supermarket. The childminder is a member of the local wildlife trust and children are regular visitors at the farm, where they see first-hand the importance of caring for living creatures. They also go on frequent walks to explore nature. Children are actively involved in fundraising, for example, supporting a national charity. The childminder uses meaningful events, such as the Olympic and Paralympic games, to help children learn about and celebrate difference and diversity. Consequently, children make good progress in all areas and are well prepared for the next stage of their learning or for school.

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

Even children who are new to the setting form very good relationships with the childminder and her assistant. They benefit from consistent and sensitive routines that help them settle quickly and feel secure. The childminder and her assistant are attentive towards children, carefully ensuring that they all receive one-to-one attention and good support. As a result, children are happy, content and secure. The childminder's home is

very well organised and welcoming. The playroom is particularly inviting with children's artwork attractively displayed on the walls, such as the colourful painted poppies, which they have made for Remembrance Sunday. The childminder is very aware of her role in preparing children for the transition to school and nursery. She helps them become independent and confident learners. She has close links with the other early years settings children attend, ensuring that transitions are seamless. For example, children learn about the days of the week and carefully complete the weather chart before leaving for school. This helps to prepare them for their school day as it is very much part of their routine once they are there.

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, indoors and outside, and help themselves to a wide variety of good quality toys and play materials. The childminder and her assistant effectively support children in helping to keep themselves safe. For example, when out walking, children know they need to hold hands and they discuss how to stay safe when crossing the road. All necessary fire safety equipment is in place and regularly checked. There are effective procedures for evacuations of the home in an emergency. These are practised with the children on a regular basis to ensure that the procedures work and to help them to know what to do in an emergency.

Children's good health is promoted well. They are learning good personal hygiene practices through consistent routines, explanations and the good examples set. For example, adults wear disposable aprons when changing nappies and explain that they need to wipe down changing mats thoroughly between uses. Daily use of the outdoor play space and use of local parks means that children benefit from regular fresh air and exercise. They enjoy practising their newly found walking skills and rolling the soft ball backwards and forwards. Parents provide children's meals, with the childminder providing healthy snacks that meet their nutritional needs. The childminder works closely with parents to meet children's individual dietary needs and follows up-to-date dental health guidance. Children behave well because they are constantly busy and enjoying their play. They receive lots meaningful praise and encouragement for their achievements, which encourages their self-esteem and confidence.

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

Robust procedures are in place to safeguard children. These are effective in ensuring high priority is given to promoting children's welfare. The childminder has attended recent safeguarding training to keep her knowledge of protecting children up to date. She makes sure all of the required documentation that promotes children's safety and well-being is in place and is well organised and comprehensive. Policies and relevant information, such as car documentation, is shared with parents, providing them with an insight into the childminder's role and responsibilities. Risk assessments are robust for all areas of the home, indoors, outside and on outings; minimising any potential risks to children. All adults who have access to children have been suitably vetted.

The childminder is committed and enthusiastic about her role. She carefully reflects on her practice and is constantly looking at ways to improve and develop. For example, plans are in place to have informal meetings with all parents to discuss children's progress and development. Alongside this, parents are actively encouraged to express their views and ideas, which she uses to inform and improve her practice. Since registration, the childminder has joined the local childminder network. She has also recruited a highly qualified and experienced childcare practitioner to work with her as her assistant to enable her to give children more individualised care. She has organised further training for her, in order to develop her skills. The childminder has also completed basic training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene.

The childminder has meaningful daily contact with the parents to support her very good working relationships with them. Detailed daily diaries are completed, which are used by both the childminder and the parents to log information. Bi-monthly newsletters, the childminder's website, text and picture messages offer lots of useful information to parents about the childminder's practice. Parents' written comments are highly positive. For example, parents state that 'we are happy to leave our child, knowing they are safe, well looked after, happy and clearly have a strong bond with the childminder, her assistant and the other children' and 'there is a wide variety of stimulating activities for all ages'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY445380
<b>Local authority</b>	Durham
<b>Inspection number</b>	799339
<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>	9
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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