

Inspection date

Previous inspection date

12/03/2013

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 supports children in making good progress in their development and learning through providing a wide range of activities and opportunities, which are interesting and fun.
- The childminder's warm and sensitive interaction with the children ensures they feel secure and happy. This promotes their emotional well-being.
- High standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection. As result, children's health is promoted well.
- The childminder 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. Children are well safeguarded while in her care.

It is not yet outstanding because

- Arrangements are not fully in place to give parents opportunities to contribute information about what their children are learning at home so the childminder can take this into account when planning her activities and fully extend children's learning.
- The childminder has not fully extended the delivery of the educational programme for literacy, for example, she does not create an environment abundantly rich in print where children can learn more about words.

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, her assistant and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including children's records and the childminder's certificates.
- The inspector took account of the views of parents.
- The inspector observed care and activities in the lounge and kitchen.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who is her assistant, and her daughter aged seven years in Ingleby Barwick, Stockton-On-Tees. All areas of the ground floor are used for childminding.

The childminder takes children on outings and to activities in community settings. She also takes children to local shops and parks.

There are currently five children on roll, of whom, two are in the early years age group. They attend for a variety of sessions. The childminder cares for children all year round, 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:

- increase the opportunities for parents to contribute more information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning
- extend the educational programme for literacy, for example, create and environment abundantly rich in print where children can learn about words by using names, signs and posters.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through play. She provides a wide range of activities which are based on children's interests. These motivate and engage children. She obtains good levels of information about what children know, understand and can do on entry to her setting and uses this information well to plan enjoyable activities that help children make good progress towards the early learning goals. Parents are very happy with the range of activities provided and say that there is 'always lots going on'. The childminder spends time observing what the children can do and uses the information effectively to identify the children's next individual learning steps. She records children's achievements and uses the document Development Matters in the Early Years Foundation Stage to monitor

children's progress. This identifies where children are progressing well in their development, and where they may need some extra support.

The childminder fosters children's learning across all areas of learning well. She supports children's language acquisition by talking to them as they play, asking them questions to make them think, and listening to what they say. She enables children to choose what activities they want to do as well as providing a range of adult-led activities based on their interests. Consequently, children engage well and show their enjoyment. The childminder gives children time to complete tasks and helps them as needed, for example, as they help to prepare their cheese on toast for lunch. As a result, children show they have a 'can do' attitude and are willing to try things for themselves. She uses activities, such as baking gingerbread men and trips to the local supermarket to raise children's understanding of number as they weigh ingredients and look for numerals in the environment. The childminder takes children along to facilities where they can play in larger groups. This helps to prepare them for their eventual transition into school. Children play and learn in an environment that is stimulating and welcoming. However, there is scope to enhance this further by providing an environment with more opportunities to see print where children can learn about words to further support their understanding of literacy.

The childminder discusses children's progress, activities and achievements with parents on a daily basis, both verbally and through written details in their child's diary. However, as yet, parents are not being encouraged to fully share what their children do at home so the childminder can take this information into account when planning her activities to fully extend children's learning.

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

Children form secure relationships with the childminder and her family. They are very comfortable in her home and approach her and her assistant with much confidence and affection. There is a lovely, friendly atmosphere with lots of laughter and fun and children appear to be very much 'part of the family'. Parents confirm that their children have very good relationships with the childminder and her assistant and are happy to be left in their care. Well-planned settling-in arrangements mean that children make the transition between home and the childminder's care with ease and confidence.

The childminder effectively encourages children's independence by supporting them and encouraging them to try things for themselves. They confidently venture from the childminder's side to play but readily turn to her for support, showing they feel safe and secure in her care. She gives them time to complete tasks, such as changing their clothes on their return from nursery. This helps to promote their confidence and independence. The childminder is a positive role model. She is kind and caring and encourages children to be helpful and polite. Consequently, children are well behaved and respect the rules and boundaries of the setting, such as sharing and taking turns. Effective organisation and arrangements at snack and mealtimes mean that children are learning good social skills, independence and table manners in readiness for their transition to nursery and school.

The childminder actively promotes children's good health. She implements effective health and hygiene routines and explains the importance of these to the children. As a result, they know why they need to wash their hands before eating and after using the toilet. The childminder and children chat about healthy options for snack and mealtimes. This supports children's awareness of healthy choices, such as various fruits. Plans are in place to develop a vegetable plot in the garden to further this awareness. Children benefit from plenty of fresh air and physical activities. They love playing outdoors and enjoy frequent trips to the park and other community outdoor areas. Music and movement games, such as 'The Hokey Cokey', help children to recognise that exercise can be fun.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements and does so successfully. Well-written, detailed policies are in place and underpin the safe and efficient management of the provision. They are shared with parents so that they are fully informed of the procedures. The childminder views children's safety as a priority. She completes training so that she has up-to-date knowledge of how to recognise and report any concerns she may have for the welfare of a child. Children are well supervised both indoors and outdoors by herself and her assistant. Her home is safe with effective steps taken to reduce potential dangers. Risk assessments are carried out and documented, and emergency evacuation practises help her to safeguard children further. The childminder keeps up-to-date with changes to develop her already good understanding of the learning and development requirements. Effective monitoring of children's achievement, and of the educational programmes, contributes to the good progress that children are making towards the early learning goals.

The childminder has a strong commitment and focus on developing her service and practice. She attends frequent training to raise her childcare knowledge and is planning to gain a childcare qualification in the near future. She works with the local authority advisors and acts on their advice to help her make improvements to the provision. The childminder actively encourages children's and parent's feedback to support her self-evaluation processes. She values parents thoughts and views and is happy to use these to help her improve the service. This benefits the children and their families.

Partnerships with parents are positive. The childminder ensures she shares lots of information with them to help ease children's transition into her setting. She keeps them well informed about their child's daily care by sharing both written and verbal information. Parents say they are 'very happy with the level of care' and that they would 'definitely recommend' her childminding service. The childminder understands the need to work in partnership with others involved in children's care and education. She is proactive in sharing information with the local nursery which children attend to promote continuity in their 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

Unique reference number	EY436002
Local authority	Stockton on Tees
Inspection number	795803
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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, 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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