

## Inspection date

Previous inspection date

21/03/2013

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 has a good knowledge of the Statutory Framework for the Early Years Foundation Stage and of how to support children's learning and development. This enables her to provide a wide range of interesting learning opportunities and challenging activities for children.
- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- 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 mathematics, for example, she does not provide number labels for children to use or display numerals in purposeful contexts.

## 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 viewed the premises, toys and equipment.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector observed care and activities in the lounge, dining room and conservatory.
- The inspector took account of the views of parents.

## Inspector

Lindsey Pollock

## 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 partner and two children aged eight and two years in Durham. All areas of the ground floor and the first floor bathroom 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 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 mathematics, for example, provide number labels for children to use and display numerals in purposeful contexts.

## Inspection judgements

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

The childminder is a qualified, experienced practitioner. She has a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation. This enables her to provide a wide range of interesting activities that help to develop children's abilities and skills in readiness for the next stage in their learning, such as school. Children make good progress because the childminder is aware of what each child knows and can do. Her teaching challenges each child effectively to help them reach the next stage in their learning. Written comments from parents indicate that they are very happy with the range of activities provided. The childminder provides a stimulating and welcoming learning environment. Resources are of good quality and are well-chosen to support children's development in most areas. However, there is scope to enhance this environment further by displaying numerals and providing number labels for children to use to further support children's understanding of numbers.

The childminder promotes children's communication and language development well. Children enjoy conversations with the childminder and she continually encourages thinking

and extends their vocabulary as she asks them open-ended questions. She makes sure that she repeats words back clearly to children to help with their pronunciation. A good variety of books are always available and the childminder uses these well to extend children's learning. Children confidently choose favourites, such as a story about a caterpillar, for the childminder to read to them. The childminder gives children time to complete tasks and helps them as needed, for example, as they take off their hat and coat when they arrive. As a result, children show they have a 'can do' attitude and are willing to try things for themselves. The childminder introduces different resources to support learning and to make activities interesting. For example, the childminder provides magnifying glasses for a bug hunt. The children look carefully through these and are very excited when they find a woodlouse in the garden. Good opportunities are provided to promote children's physical development. Children gain confidence and physical skills as they play in the garden on bikes and trikes and when they use more challenging large equipment at the park. 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's well-being is successfully supported. The childminder knows each child well and understands and meets their individual needs. She works closely with parents to settle children into her care. This helps children to make the transition between home and her setting with ease and confidence. She sits with them as they play and shows an interest in what they are doing. Consequently, children are relaxed and happy, have good relationships with the childminder, and are developing in confidence.

Children are gaining an understanding of how to keep themselves safe. The childminder reminds them to take care when using equipment and talks to them about road safety when outdoors. Their behaviour is managed appropriately and strategies to support this are positive. Children learn good manners, such as using 'please' and 'thank you', and are supported to share and take turns. For example, the childminder sits with children to support them in playing games, which requires them to play cooperatively. Their self-esteem is promoted as the childminder offers meaningful praise and encouragement. She supports children to become independent in self-care routines. For example, she gives them the time they need to complete tasks, such as washing their hands and eating their meals. Food is served at the table so children learn social skills in preparation for school. They benefit from being in the fresh air on a daily basis as they play in the garden and go on outings. This promotes their physical development and health and well-being. Good steps are taken to promote children's health. Resources and equipment are kept clean to help to prevent the spread of infection. Appropriate procedures are in place for dealing with accidents and administering medication. The childminder holds an up-to-date paediatric first aid qualification to enable her to deal with children's needs appropriately in the event of an accident. This supports their well-being and safety.

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

## provision

The childminder has a good knowledge of the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements and effectively implements these into her practice. Children are safeguarded very well. The childminder has completed child protection training and has a secure understanding of the procedures that she would take should she be concerned about a child in her care. 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. Risk assessments are carried out and documented, and emergency evacuation practises help her to safeguard children further. Her home is a safe, secure environment in which to care for children. The childminder keeps up-to-date with changes to develop her already good understanding of the learning and development requirements. She monitors her educational programmes to ensure she is covering all areas of learning and monitors her planning and assessment to ensure children are suitably challenged. As a result, children are making good progress in their learning and development.

The childminder continually reflects on her provision to see how she can make improvements. She has plans in place to develop the outdoor area and to extend the range of outings she undertakes with children. She welcomes the input of the local authority development worker as a source of good practice guidance. She acts on their advice to ensure a continuing improvement of her provision. She also values parent's and children's views on the provision and seeks these on a regular basis.

The childminder builds good partnerships with parents. Effective communication is developed through talking with parents each day and by sharing a daily diary. This sets out children's care needs, as well as the activities they have enjoyed. Parents speak very highly of the childminder and of the care she provides for their children. For example, 'overall I am very impressed and would recommend to friends' and 'the childminder is friendly, reliable and flexible'. The childminder is aware of the requirement to work in partnership with other early years providers and professionals to promote children's welfare when appropriate.

## 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>	EY452454
<b>Local authority</b>	Durham
<b>Inspection number</b>	884504
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

