

Inspection date

12/04/2013

Previous inspection date

16/10/2008

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

- Children have secure, trusting relationships with the childminder and her assistant. Consequently, they are settled and happy in the provision and growing in confidence.
- Partnerships with parents are strength of the provision. They are very well-established and make a strong contribution to meeting children's needs.
- The childminder has a good understanding of how children learn. She supports all children to make good progress through providing a wide range of fun activities which meet their individual interests and keep them motivated.
- 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

- The childminder has not fully extended the delivery of the rich and stimulating educational programme for literacy, for example, she does not create an environment abundantly rich in print at children's eye-level so they can learn even more about words.
- The childminder does not always keep background noise to a minimum to help children concentrate and prevent them from, occasionally, becoming distracted as they progress towards excellence in all areas of learning.

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 looked at a selection of documentation, including children's records and the childminder's certificates.
- The inspector took account of the views of parents.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in 2003. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder sometimes works with an assistant. She lives with her husband, her sons aged 14 years and seven years in Stockton-on Tees, Cleveland. All areas of the ground floor and the first floor bathroom are used for childminding. The family have a dog.

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

There are currently eight children on roll, of whom seven 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:

- extend the educational programme for literacy, for example, create an environment rich in print where children can learn about words by using names, signs and posters positioned at their eye-level
- keep background noise to a minimum, for example, use the television only for a particular purpose to lessen possible distractions for children.

Inspection judgements

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

The childminder has a good knowledge of how to promote the learning and development of young children. She fully recognises that they learn through play. Good use is made of documents, such as the 'Development Matters in the Early Years Foundation Stage' guidance, to identify children's stages of development. She uses documents recommended by her local authority to track their progress. A learning and development record is in place for each child and contains observations, assessments and it also identifies the children's next stages in learning. Children are clearly making good, and often very good progress, in their learning and development.

The childminder uses successful teaching techniques and is skilful in promoting children's learning and development. For example, she gives young children time and space to try things for themselves and to, consequently, learn and master new skills. As a result, children become independent learners, gaining confidence in making decisions and developing their self-care routines. Children acquire the skills and attitudes they require to be ready for the next stage of learning. The childminder promotes their communication skills by giving children time to think about what they want to say without jumping in too soon to say things herself. She asks children questions and shows an interest when they describe their experiences. Consequently, children are becoming confident communicators. Children demonstrate they have good concentration skills as they become engrossed in their play. However, children's programmes are sometimes playing on the television in the background and, occasionally, this distracts children from what they are doing.

The childminder takes younger children to community sessions. This allows them to play in larger groups, learning to share and take turns and means they can access additional toys and learning opportunities. Attendance at groups enhances the already good programme for sensory and creative play that the childminder provides in her home. Resources are used well to support learning. For example, music helps to bring stories alive and the wide variety of both fiction and factual books help to raise children's awareness of the diversity of the world in which they live. The environment is conducive to learning. Low storage enables children to choose what they want to play with, which promotes their independence and they confidently select what they want. However, there is scope to enhance the learning environment further by displaying more print at their eye-level, for example, labels, so that children can learn about words to further support their good literacy skills.

The childminder works closely with parents to establish children's starting points on entry to her care. She keeps them very well informed of their children's progress through sharing verbal and written information, including their comprehensive development records. Parents are clearly very happy with the range of activities provided for their children and are fully consulted about this area of the provision. They comment about the 'great progress' their children are making. All parties work together to promote children's learning.

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

Children are happy, settled and confident in the childminder's care and also in the care of her assistant. They have strong bonds with the childminder, which helps them to feel safe, secure and valued. Parents say that their children 'love coming to the childminder's home'. The childminder gains a good understanding of children's individual needs, likes and dislikes through her positive partnerships with parents. This, and well planned settling-in procedures, help to ensure a smooth transition from home to setting.

The childminder supports children to manage their feelings and behaviour. She is a calm, positive role model and helps children to understand about the importance of being kind to each other and about sharing and taking turns. As a result, children play happily with

each other and are building good relationships with their peers. They are well-mannered and often remember to say 'please' and 'thank you' without prompting from the childminder. They are becoming increasingly independent and, as they get older, manage their personal needs successfully. 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 implements good hygiene practices to help minimise the risks of infection. High standards of cleanliness are maintained throughout the childminding areas. Young children learn about the importance of good hygiene as they are supported to wash their hands when appropriate. Both, the childminder and her assistant, keep up-to-date with paediatric first aid training, enabling them to take appropriate action, should it be needed, to promote children's well-being and health. Daily opportunities are provided for children to benefit from playing in the fresh air. They enjoy using the well-resourced garden area and also visiting places, such as parks and farms. Good use is also made of music and movement sessions and indoor soft play areas to further promote children's physical development while they have lots of fun. Children are kept safe through good supervision. They learn about road safety, stopping to look and listen for traffic before crossing the road. They take part in regular evacuation procedures so they are familiar with how to behave in an emergency.

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

The childminder successfully meets both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Detailed written policies are in place to underpin the safe and efficient management of the setting. These are shared fully with her assistant and parents. Both, herself and her assistant, have completed recent safeguarding training and have a good understanding of how to protect the children in their care and the action to take if they have any concerns. The childminder has a set of clearly written risk assessments to ensure that hazards are minimised. In addition, she completes a daily visual check of the premises and makes sure that safety measures are in place to reduce potential dangers to children. She is aware of being vigilant when out and about and has further written risk assessments for outings to support children's safety. The childminder carefully considers if venues are suitable for the ages and number of children in her care. Children are well supervised by the childminder and her assistant to ensure their safety at all times. The childminder has a comprehensive understanding of the seven areas of learning and monitors her planning to ensure these are covered. She takes responsibility for all planning and supports and advises her assistant in implementing this to help children learn and develop.

The childminder is committed to offering a good quality of care to the children and their families. She continually seeks the views of her assistant, parents, children and her childminding colleagues to help her to identify her strengths and areas for development. In addition, the childminder works closely with the advisors from the local authority and values their support and guidance. She has successfully addressed all recommendations

made at her last inspection and has worked very hard to improve and develop her provision. She attends frequent training and also uses literature and the internet as sources of information. She is currently working towards an honours classification in childhood studies and social sciences following her success in gaining a degree qualification.

A real strength of the provision is the outstanding partnership with parents. Parents are given a wealth of information about the provision and kept fully informed of their child's care. Parents' verbal and written comments reflect how highly they regard the childminding service. Comments include 'second to none', 'she is wonderful, we couldn't do without her', 'we would highly recommend her, she is very much part of our family', and 'excellent systems for sharing information'. These partnerships have a very positive impact on the welfare of children. The childminder works hard to build partnerships with other providers, such as the local school, to benefit those children who attend these settings, as well as her own. Relevant information is shared to ensure continuity of care and learning for each child in this situation.

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	EY246806
Local authority	Stockton on Tees
Inspection number	877496
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	16/10/2008
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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