

Inspection date

03/05/2013

Previous inspection date

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 warm and nurturing childminder provides a homely and welcoming family environment. As a result, children are developing secure and trusting relationships with her. This supports their emotional well-being.
- Children have good opportunities to make progress in their learning and development as the childminder supports them well. She ensures children participate in a wide range of experiences within her home and through visits to different places of interest.
- The childminder has a good understanding of promoting the health and safety of children. She assesses risks on the premises, the garden and on outings to ensure that children can use the areas indoors and outside safely.
- The childminder organises her setting very well. She demonstrates a genuine commitment to developing her practice through training and reflection. This supports improvements within her setting and enhances opportunities for children.

It is not yet outstanding because

- There is scope to improve the arrangements for parents to share information about their child's learning at home, so that the childminder can consistently use this knowledge when planning activities to further extend children's 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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
- The inspector took account of the views of parents through completed questionnaires.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Julie Morrison

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 two children aged two and five years in a house in South Hetton. The whole of the ground floor, the first floor bathroom and a bedroom are used for childminding. There is a rear garden for outdoor play.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently three children on roll, all of whom are in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, 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 existing partnerships with parents by encouraging them to share further information about their child's learning at home, to further inform planning based on children's individual next steps in learning.

Inspection judgements

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

The childminder has a secure understanding of the Statutory Framework for the Early Years Foundation Stage and uses this well when supporting children's individual learning needs. She works closely with parents from the start to gather information about children's interests and she uses this, along with initial observations to assess children's starting points. This allows her to plan activities, which are tailored to children's individual interests. The childminder effectively supports children in their learning and development. The childminder uses ongoing observations of the children, which she records in colourful learning journals to assess their progress towards the early learning goals and identify their next steps in learning. These are shared with parents and clearly show that the children are making good progress in their learning and development given their age and stage of development. This helps to prepare them for nursery and school. The childminder speaks to parents on a daily basis about children's progress. However, opportunities for parents to share information about what their children do at home are not consistently taken. Therefore, the childminder is not always able to use this information when planning activities to maximise her support for children's learning.

Children's early communication skills are fostered well due to the positive interaction by the childminder. For example, she enthusiastically sings well-known nursery rhymes to babies, using repetition to introduce sounds and finger puppets to engage their interest. Babies use a range of non-verbal as well as verbal communication to interact with the childminder. They respond to her by smiling and are beginning to make sounds in response to her positive interactions with them. This supports their confidence and self-esteem well and provides a firm base on which they can learn.

The childminder provides a good range of age-appropriate resources to stimulate babies' interests and support their physical development. For example, she encourages them to explore different textures as she provides foil blankets and treasure baskets. Babies clearly enjoy this, remaining engaged as they grab hold of the blanket and begin to move it around. The childminder recognises the importance of 'tummy time' and provides lots of soft and colourful blankets and activity mats to provide children with space to roll, move and stretch. This supports their physical development well. The childminder encourages babies to develop an early interest in books as she sits with them to look at cloth books together.

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

The childminder provides a homely, family environment where children's emotional well-being is well supported and nurtured. She is attentive to the children's needs and sensitively helps them to settle. This is done by working closely with parents at the start and making sure that children's routines and care needs are carefully followed. As a result, the childminder is developing close and caring relationships with the children. For example, babies look to her for reassurance and are comforted by her cuddles.

The childminder makes good use of her home, so that children can move around confidently and safely explore. Many resources are stored at low-level and the childminder sets out a good range each day, depending on the age and stage of development of the children she is caring for. This encourages children to make independent choices about their play. The use of safe and appropriate equipment and toys means that children can rest, play and eat in comfort. The childminder gives children gentle reminders while they are playing, for example, not to stand on the furniture in case they fall. This is combined with practising fire drills and road safety to help children to begin to learn about keeping safe. Children's behaviour is well managed in a way that supports their level of understanding, for example, through distraction with younger children and discussion as they get older.

The childminder promotes children's good health and self-care through consistent daily routines, such as hand washing before meals. Children have regular opportunities for fresh air and exercise, as they play in the garden or go for walks to the park, the library or visit local farms. The childminder helps children to learn about keeping healthy as she provides a healthy and balanced diet for children and through discussion. For example, she talks to the children about fruit as they try to match toy fruit to pictures of fruit displayed on a

poster. Trips to local playgroups provide further opportunities for children to be physical and also helps them to interact positively with others and develop their social skills. This is combined with the childminder supporting children in developing their independence, for example, feeding themselves or trying to put on their own coat. This helps to prepare them for their next transition to nursery or school.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She organises her setting well and a comprehensive set of policies, which she shares with parents, outline the procedures that she follows. The childminder has a good understanding of safeguarding issues, including the signs and symptoms of abuse and who to contact with any concerns. This helps to safeguard children. The childminder ensures that children are supervised at all times and uses appropriate safety equipment, such as stair gates and fireguards. Comprehensive written risk assessments of her home and outings are in place and regularly reviewed, this helps to further protect children's safety.

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is aware of the need to complete the progress check at age two years, if she is caring for children in that age group in the future. She currently has no children attending any other settings. However, she understands the importance of sharing information with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children when the need arises.

The childminder is very keen and enthusiastic about developing her provision. She works closely with local authority advisors and other childminders to develop her knowledge and skills. She demonstrates a genuine commitment to attending regular training and using the information gained to improve the quality of care and learning she provides for children. For example, she has re-evaluated her portion sizes for meals following training on nutrition. She has completed a self-evaluation form and gathers feedback from parents through the use of questionnaires. This helps her to identify areas within her own practice that can be addressed to improve the quality of learning for the children, such as developing her outdoor area. This promotes opportunities and experiences for all children, who attend her setting.

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	EY455882
Local authority	Durham
Inspection number	892260
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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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