

Inspection date

Previous inspection date

15/05/2013

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

- Observations of children's achievements are effective and this information is used well to help children to move on in their learning. Accurate assessment ensures that planning and support for learning takes good account of each child's particular ability, needs and interests. This combined with the good use of the productive relationships with parents, supports children's learning extremely well.
- Children have secure relationships with the childminder. This is because she successfully promotes their personal, social and emotional development, communication and language skills and physical development. Consequently, children become active, confident learners and this prepares them well as they move on in their learning.
- The childminder has a good understanding about how to promote the health and safety of the children in her care. She has assessed all risks to her premises and has minimised these so children are able to access all areas safely.

It is not yet outstanding because

- Opportunities to involve children in a wide range of planting and growing activities that reinforce their understanding of living things are not yet fully embraced.
- There is further scope to extend opportunities that help to support children's learning of information technology and objects that work in different ways for different purposes.

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 made observations of the children while they were engaged in activities in the lounge and kitchen.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children at different times during the inspection.
- The inspector took account of parent's views, through written documentation they had provided for the inspection and the information from the settings self-evaluation.

Inspector

Janet Fairhurst

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, another adult and child aged four years in the residential area of Bowburn in County Durham. The whole of the first floor and the bathroom on the ground floor, and bathroom on the second floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. There is currently one child on roll in the early years age group. The childminder cares for children Monday to Friday, from 7am to 6pm, for 52 weeks of the year. The family has a dog and two turtles.

What the setting needs to do to improve further

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

- enhance the opportunities for children to use programmable toys and play with objects that work in different ways for different purposes, for example, torches, a tape recorder and digital camera
- extend opportunities for children to learn about the food chain, and what plants need to grow and thrive through further planting and growing activities.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and develop. She plans an exciting range of adult-led and child-initiated activities to ensure children learn through play. Observation and assessment is used effectively to plan for children's next steps in learning. The childminder makes good use of the guidance in the document Development Matters in the Early Years Foundation Stage to determine the level of children's achievements. Each child has a well-presented learning journal containing many positive observations, as well as photographs to illustrate children's development. The childminder holds regular discussions with parents about their child's progress record, assessment, and plans for their future development. She provides a comprehensive review in the form of a written summary, showing children's very good progress and development across all areas of learning. The childminder fully appreciates the key role parents play in their child's learning and actively encourages them to record their observations and comments in their child's learning journal. This enables her to use the information to support children's learning further. The childminder is clear on the requirement to complete the progress check for children aged two years with parents.

Children's communication and language skills are supported well. Pre-school children are confident to talk about events in their lives describing favourite activities, such as which superhero they enjoy playing and what activities they have enjoyed at nursery. Children are excited to express their views and demonstrate what they know. A good example of this is observed as one child introduces the inspector to the turtles. He confidently explains that the thermometer tells you how warm the water is, and describes their shells as being hard as stone. The childminder constantly talks with the children as she joins in their activities, naming objects and discussing actions and concepts. For example, as children draw she checks their understanding of colour and shape. Older children show a keen interest in letters and sounds. The childminder nurtures this aspect of learning using a range of teaching strategies and resources, such as games and puzzles. An interesting range of activities, including an ever-increasing range of first-hand experiences, engages children well. For example, they make a witches' cauldron, experimenting by mixing bicarbonate of soda and vinegar together. During this activity the childminder introduces new words such as 'reaction' and provides the children with a clear and simple meaning. The childminder sensitively repeats words to demonstrate their correct pronunciation and to confirm that she has understood them correctly. Children are increasingly able to show that they are gaining in confidence as learners as a result of good teaching. For example, as children become familiar with stories they are quick to offer their own ideas and able to suggest a different ending to the story.

Children's personal, social and emotional development is promoted very well. Within a very supportive environment, children develop good levels of self-esteem and belief in their own abilities and so they enjoy learning. Through this they are developing an important range of skills, such as cooperation and perseverance, and an enjoyment of learning that will help them in their next stage of learning. For example, while playing picture lotto the children observe the rules of the game and wait patiently as each take their turn to select their cards. Children are beginning to experiment with making marks on paper and successfully recognise their own name. The childminder is skilful at using children's play, routines and interests to promote their mathematical skills, such as matching the lotto cards and working out who has more and who has less. There are further opportunities to practise and extend their mathematical skills and they are gaining a very good understanding in these areas. For example, one child looks at the clock and understands that when the pointer is on 12 and the number two it is time for his favourite television programme.

The childminder takes children to the local playground and play areas, where children develop their balance, coordination and strength using the range of equipment. She makes good use of daily walks to and from nursery and school to extend children's understanding of the world and encourage them to observe and identify things in the natural environment. For example, they see and talk about the rainbow in the sky and identify letters on street signs that are familiar to them. Despite this, there are few opportunities for them to extend their knowledge of the world through planting and growing and through the use of information technology and programmable toys. Children are developing positive attitudes towards diversity and equality. They learn through a good range of resources including books that promote positive images about the lives of others and the wider world.

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

The childminder sensitively helps children to settle in well by gathering information from parents about their individual needs and routines. This enables children to form warm relationships with the childminder and settle happily and confidently in her care. Children are developing their independence, confidence and sense of belonging because the childminder is consistently positive in her interactions with them. She organises the storage of resources and space well within her home. This ensures children have room to play safely, and are able to make independent choices in their play. This also supports children to make choices, which help them feel some control over their day. Children have regular opportunities to socialise with other children, they attend nursery and enjoy visits within the local community, such as parks and shops. The childminder has a positive attitude towards transitions to other settings, such as nursery or school, and helps children in this respect by constantly building their self-esteem and developing their independence. Therefore, they are suitably prepared for the next stage in their lives.

The childminder supports children to understand and express their emotions, helping them to cope with their feelings and be aware of the consequences of their actions on others. Consequently, children's behaviour is very good and they display politeness and good manners. The children develop good self-care skills and are becoming competent in managing their personal needs relative to their ages. For example, they are learning to put on their shoes and confidently change out of their nursery uniform. The childminder uses her food hygiene knowledge effectively to protect children's good health and the steps taken to prevent the spread of infection are good. Children learn how to keep themselves safe, and talk about personal safety, risks and the safety of others. During trips and outings, children know to hold hands and the childminder initiates discussions about road safety and 'stranger danger'. Children are confident and take manageable risks in their play, for example, as they use the large-scale apparatus under close supervision.

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

The childminder has a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. She is confident in her understanding of safeguarding issues and ensuring children are safe at all times. All adults in the childminder's home have undergone checks regarding their suitability. Children's safety is further assured as a result of the diligence and attention the childminder gives to conducting risk assessments both on and off the premises. The childminder has embraced the new Statutory Framework for the Early Years Foundation Stage in her practice. She has established an effective system of observation, assessment and planning which supports children's good progress. She makes good use of available information to monitor and measure individual children's progress, and to plan for the next steps in their learning.

The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Partnership with parents is strong. The childminder gathers detailed

information on their child's routine and development so that she can meet their needs effectively. She routinely opens up discussions during arrival and collection times to aid consistency and to ensure they all work successfully together on areas, such as language development. Parents are overwhelmingly positive in their praise for the childminder and comments, such as, 'Excellent childminder who shows a great deal of care and attention', and 'adapts quickly to children's needs and also acts with a very high level of professionalism' demonstrate that they appreciate the high levels of care their children receive. Questionnaires enable parents to share their thoughts, feelings and suggestions, and help them to play an active role in the life of the provision. The childminder is committed to working in partnership with others to promote continuity of care. She routinely liaises with practitioners at the nursery and follows the guidance set by other professionals, such as the speech therapist to complement what they are learning. As a result, learning is purposeful and progressive.

The childminder continually reflects on her practice in order to ensure she provides the best play and learning opportunities for individual children. As a result, she has a good awareness of her strengths and areas for development. Parents are actively involved in the process of evaluation achieved through questionnaires and discussion. The childminder is keen to develop her knowledge and skills through additional training, and readily acts upon the advice and guidance from her local development worker.

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	EY439908
Local authority	Durham
Inspection number	810654
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

