

Inspection date

Previous inspection date

21/05/2013

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

- The childminder has a good understanding of how children learn and develop. She plans and provides challenging and enjoyable experiences that meet children's individual needs and interests. This helps them to make good progress in their learning and development.
- Children have secure, trusting relationships with the childminder. Their individual needs are very well met. Consequently, they are settled and happy in the provision and growing in confidence.
- 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.
- The childminder has made a very positive start to her childminding career and is keen to improve and develop the provision in order to provide the best possible care for children.

It is not yet outstanding because

- Pictures and photographs showing familiar events and activities are not displayed so the childminder can talk about these with the children to provide additional opportunities to develop their communication and language skills.

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 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 made in written form.
- The inspector viewed the premises, toys and equipment.

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 husband, who also acts as her assistant, and her daughters aged four years and two years in Darlington.

The childminder takes children on outings and to activities in community settings. She also takes children to local shops and parks. There is currently one child on roll. This child is in the early years age group and attends for four days a week. The childminder supports children who speak English as an additional language. She operates all year round from 7.30am 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:

- expand on the opportunities to promote language and conversation by displaying pictures and photographs showing familiar events and activities and talk about them with the children.

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 the learning and development of children and the quality of teaching is good. She is very good at recognising the individual needs and interests of children, such as numbers and trains and adapts her activity planning to include these. The childminder works very closely with parents to establish where children are in their development so that she can help them to make as much progress as possible whilst they are with her. Regular observations of children's progress are undertaken and precise assessments help her to plan appropriate next steps in their learning. This information is documented in attractive learning journals, which chart children's progress through photographs and written statements. They show that children are making good progress in relation to their individual needs and starting points.

The childminder is enthusiastic and very interested in children's development, and is skilful in helping them to acquire the skills, attitudes and dispositions they need to be ready for school. She provides a stimulating learning environment. For example, letters and numerals are on display to help children learn about words and numbers. However, there is scope to enhance this even further by displaying pictures and photographs showing

familiar events and activities to further ignite children's curiosity and promote conversations. The childminder talks to children in both English and Polish. As well as helping children to reach a good standard in English, this also enables them to develop and use their home language in play. She provides a good range of opportunities using media, such as paint, dough, chalks and shredded paper. This provides sensory experiences for children and encourages them to make marks. Children love books, especially those with trains in. The childminder provides a good range in both English and Polish, which they look at independently and also with her when they enjoy story time together.

Written comments from parents indicate that they are very happy with the range of activities provided. The childminder discusses children's progress, activities and achievements with them on a daily basis, both verbally and through written details in their child's diary. Children's learning journals are readily available for parents to look at whenever they wish and parents contribute to these on a regular basis. This enables the childminder to take the information they provide into account when planning her activities so she can fully extend children's learning experiences. These successful working partnerships with parents have a positive impact on children's learning and development.

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

The childminder provides a welcoming, homely environment in which to care for children. She is warm and caring and develops close attachments with the children. As a result, they are happy, settled and confident when they are with her. Parents say that their children are 'always happy and content and full of smiles whilst being with the childminder'. Effective settling-in procedures are in place to ease children's transition between home and the setting. Lots of information is exchanged with parents so that children's individual needs are well met. This ensures that children feel secure and settle quickly.

The childminder treats children with sensitivity, respect and understanding. She gently supports them to develop an understanding of acceptable behaviour and gives them lots of positive reassurance. This helps to build their confidence and self-esteem. The childminder helps them to develop social skills by taking them along to community sessions so they can play in larger groups of children. She encourages children to 'have a go' at doing things for themselves. This promotes their independence in preparation for starting school and nursery. For example, she encourages them to put on their own socks and shoes and choose what they want to play with. The childminder recognises when children need some help and provides this so they do not become frustrated.

Very good provision is made for children to benefit from the fresh air. Children enjoy lots of outdoor activities, for example, trips to the park to look at the ducks and squirrels and daily opportunities to play in the garden. The childminder recognises children's love of music and movement and joins in enthusiastically with them as they pretend to be 'carousels'. Consequently, children are beginning to recognise that exercise can be fun. Parents comment positively about the food the childminder offers to children saying that she 'provides a variety of healthy choices'. High standards of hygiene are maintained

throughout all childminding areas to help prevent the spread of infection. She teaches children how keep themselves safe when on outings when she reinforces road safety and talks about other potential dangers. This helps children to learn to assess risks and keep themselves safe from harm.

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. A comprehensive range of documentation is in place for the safe and efficient management of the provision. She is fully aware of the requirements for working with an assistant if this was to occur. High priority is given to keeping children safe. The childminder is conscientious in reducing potential dangers and risks to children both in the home and when on outings. She has an up to date knowledge of the local safeguarding procedures. This ensures she can take appropriate action should she be concerned about a child. The childminder holds a current first aid certificate, so that any accidents or injuries are dealt with appropriately. The childminder also has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She checks her planning to ensure all areas of learning are covered and monitors these to ensure activities meet the individual needs of children. The assessment process is fully established to ensure precise planning for children's next steps in all areas of their learning.

The childminder has made a very positive start to childminding and is determined to improve and develop the provision in order to provide the best possible care for children. She is a qualified, experienced practitioner who has completed regular training throughout her childcare career. She welcomes the input of the local authority development worker as a source of good practice guidance to ensure a continuing improvement of her provision. The childminder actively encourages children's and parent's feedback to support her self-evaluation processes. She values parents' and children's thoughts and views and is happy to use these to help her improve the service. This benefits the children and their families.

Relationships with parents are strong and written feedback from them about the care their children receive is very positive. Effective communication is developed through talking with parents each day and providing a daily diary. This sets out children's care needs as well as the activities they have enjoyed. Written policies are shared with all parents, which give them a further insight into how their child's care is organised. The childminder works closely with other professionals to ensure a coordinated service. This ensures that no child is disadvantaged and all children have their needs met appropriately.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY455032
Local authority	Darlington
Inspection number	895327
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
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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