

<b>Inspection date</b>	26/03/2013
Previous inspection date	21/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children develop confidence and appropriate skills in independence as they choose from a wide range of toys and equipment.
- The childminder provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them make satisfactory progress.
- A close working relationship is developed with parents, which helps them to share what they know about their children and keeps them informed about their children's achievements and progress.

#### **It is not yet good because**

- The childminder is not consistent in helping children understand acceptable behaviour which impacts on their understanding about taking risks.
- The childminder has not ensured that all necessary records are accessible and available. This means she cannot show that appropriate public liability insurance is in place.
- Assessments of individual children's learning and development lack some detail, to enable the childminder to have an accurate understanding of what children need to do next.

## 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 observed activities and how the home is used for the care of the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's 'learning journeys', planning documentation, a selection of policies and children's records.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four adult children, mother-in-law and husband in a house in the Roker area of Sunderland. The living room and bathroom on the ground floor are used for childminding. The family has a dog.

The childminder attends a toddler group. She visits the beach and park on a regular basis and collects children from the local schools and pre-schools.

There are three children on roll, all of whom are in the early years age group and 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 meet the requirements of the Early Years Foundation Stage the provider must:

- implement the behaviour management policy consistently, for example, by giving consistent guidelines to children about managing their own safety
- ensure that records, such as, the public liability certificate, is easily accessible and available.

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

- identify possible areas in which to challenge and extend the children's current learning and development.

## Inspection judgements

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

Children are making satisfactory progress in their learning and development. They are developing a sound range of skills overall as they benefit from a range of activities each week. These include time for them to explore freely, as well as being offered some adult-led activities linked to their interests. The childminder records what they can do in a learning journal, which she links to the appropriate area of learning and development.

However, this record for assessing children's progress is not fully effective in helping them to make good progress in all areas of development. For example, by setting challenging and interesting next steps based accurately on what children know and can do, so that children make better than satisfactory progress.

Children settle in well. The organisation of the childminder's home and the presentation of toys and resources enable children to make independent choices about what they would like to play with and how they spend their time. They express their own interests as they choose what they would like to do, such as building towers with the plastic blocks. Children's language development is encouraged by the childminder. She listens carefully to them and repeats words for them so that they begin to understand how to pronounce them. Children sit and concentrate on activities for a period of time. For example, they use pencils and crayons to colour in pictures and draw. They learn to follow the childminder's directions as she encourages them to tidy toys away when they have finished with them. Number is used in everyday activities, such as counting games. Older children start to use number, as they say how many blocks they have. Planned activities help the childminder observe what new children can do. For example, she provides home made play dough with different shaped cutters and cutting tools. She observes their fine motor skills in cutting and whether they can recognise and name the different shapes. This helps her to plan appropriate future activities. All of these activities give children a suitable range of skills in readiness for school when the time comes. Parents can look at their children's learning journal at any time. This results in parents being able to continue their children's learning and development at home.

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

-children quickly form a close attachment to the childminder, which enables them to explore their environment with the support of a familiar person. The childminder finds out about children's needs such as likes, dislikes and allergies through discussing them with parents before they start. Through the effective settling-in procedures children show that they are happy and feel safe in the childminder's home. This helps them to have a smooth transition from home to her care. The childminder provides a welcoming environment with a stimulating selection of resources. They are stored in low-level drawers and boxes so that that children can access them independently, developing their decision-making skills and freedom of choice from an early age.

The childminder has a calm manner with the children. Children show an understanding and cooperate with some boundaries and routines, such as tidying up before getting new resources out. The childminder gives them some guidance around keeping themselves safe. For example, she explains they might fall if they climb in the toy box. However, she is not consistent in giving this guidance, which sets a poor example for children and results in them being confused about taking some risks and how to manage them. For example, appropriate guidance is not given when children climb on furniture. Mealtimes are an enjoyable time for children. The childminder talks to them about the different foods that they are eating to develop their understanding of why it is important to eat healthy foods. The children develop self-care skills as the childminder explains to them the importance of washing their hands at appropriate times during the day. She stresses the

importance of wiping their own noses and why they should wash their hands afterwards. They develop an understanding of when they need to visit the toilet and clearly communicate with the childminder to let her know.

Children make suitable progress in their physical development. They have opportunities to play with large play equipment at the park and they take trips to the local beach and marina. Here, they can explore and develop an understanding of the world around them, whilst getting fresh air and exercise. The childminder understands the importance of liaising with other settings that children attend as part of the Early Years Foundation Stage. She works closely with schools and other settings, introducing herself to the staff so that they know who she is. She passes information on relating to children's development, to promote consistency in their learning.

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

The childminder has a satisfactory knowledge and understanding of how to protect and safeguard children. For example, there are policies and procedures for safeguarding, risk assessments and meeting children's welfare needs. The childminder is aware of what to do and who to contact if there are any child protection concerns. Written policies and procedures are made available to parents when their children first start, so that they are aware of the procedures the childminder follows. The actions and recommendations raised at the last inspection have been implemented. For example, written risk assessments are in place for the home, outdoors and any outings children take part in. These identify dangers and the steps the childminder takes to keep children safe and secure. The childminder states that she has taken out public liability insurance to cover her work with children. However, the insurance document was not available at the inspection. This is a regulatory requirement.

The childminder satisfactorily understands and delivers the learning and development requirements. She links her observations in children's learning journals, to the relevant age bands following the guidance from Development Matters in the Early Years Foundation Stage. This shows her children's current stage of development. However, she does not use her knowledge of what children can do, to challenge them fully in their next steps for learning and development. The childminder evaluates the strengths of her provision and highlights areas for future development. For example, she has completed the local authority 'Early Years Quality Support' document. As a result she has identified training courses, such as a refresher course for safeguarding children, to update her understanding. The childminder maintains positive relationships with parents. She liaises with them informally on a daily basis, to ensure children's care needs are met. She regularly shares information about children's routines and the activities they complete.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met**

The requirements for the voluntary part of the Childcare Register are

**(with actions)**

**Not Met (with actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised)
- ensure that insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss is available (Insurance)
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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

<b>Unique reference number</b>	EY390360
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	907154
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/12/2011
<b>Telephone number</b>	

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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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