

<b>Inspection date</b>	15/04/2013
Previous inspection date	14/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 feel safe and secure and enjoy their time with the childminder as she provides a safe, clean and welcoming environment that supports their individual needs well.
- The childminder is enthusiastic and friendly. As a result, children develop close and caring relationships with her, which provides a good foundation on which to base their learning.
- The childminder works hard to develop her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She interacts well with the children and provides a wide range of opportunities to promote children's learning through play. As a result, children make good progress.
- The childminder has a good understanding of promoting the health and safety of children. She assesses risks on the premises and outings to ensure children can use the areas indoors and outside safely.

#### **It is not yet outstanding because**

- There is scope to improve the sharing of information with other providers of the Early Years Foundation Stage to further support continuity of care and learning for children who attend more than one setting.
- The childminder has not fully developed her outdoor play area to provide resources to support children in further developing their physical 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 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 and carers through written comments that they left for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Peterlee. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The childminder has African land snails and fish as pets.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. Four are school-age children who attend before and after school. The childminder operates all year round from 8am to 8pm, 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:

- enhance opportunities to further promote children's physical skills in the garden, for example, by providing resources for them to balance, ride and climb on
- expand on systems to share information about children's learning and development with other providers of the Early Years Foundation Stage to further support continuity of learning for children who attend more than one setting.

## Inspection judgements

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

Children make good progress in their learning and development because they are offered a varied range of activities both inside of the home and at various play groups. The childminder knows the children well. She gathers information about children's starting points through observations and through feedback gathered from parents about children's interests and what they can do. Ongoing observations and assessments of children's progress towards the early learning goals are in their infancy. However, the childminder does have a good understanding of each child's next steps in learning. This supports children in making good progress towards the early learning goals in preparation for school. Parents are kept involved in their child's ongoing development through the sharing of verbal information and regular progress reports identifying areas of development, which

parents can support at home.

Children clearly have good fun with the childminder and remain interested in activities for extended periods of time. This is because the childminder is enthusiastic and engages well with children to extend their learning. Children's early communication skills are fostered well due to the positive interaction with the childminder. For example, she talks to them about features on their faces and what colour eyes they have. Toddlers sit happily with her as they look at books together. The childminder supports their early language development as she names objects and praises any attempts they make to copy her. The childminder uses a range of non-verbal and verbal communication to interact with babies. They respond to her by smiling and pointing and make a wide range of babbles in response to her interaction with them. This supports their confidence and self-esteem well and provides a firm base on which they can learn.

Babies and toddlers take part in a wide range of creative activities in the childminder's home and at various play groups. This provides them with opportunities to paint, explore messy play and use musical instruments. The childminder supports their developing hand to eye coordination through a range of planned activities and resources. For example, she encourages toddlers to hold pencils as they draw face masks while babies play with toy animals placing them in and out of a toy ark. The childminder further supports babies and toddlers physical development in the home as she provides whisks, wooden spoons and pots and pans which they enjoy banging.

The childminder supports children's understanding of the world around them through a variety of planned activities. For example, they go on trips to local cathedrals, attending regular play groups and walks to the park to collect leaves. Children show care for each other as they give each other cuddles. The childminder also supports them to learn about caring for other living animals, for example, they help her to look after pet African land snails and fish. Through the positive adult interaction and support provided by the childminder, children progress comfortably within the expected levels for their ages.

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

Children have close relationships with the childminder and are happy and settled during the time they spend with her. Toddlers and babies come to her for cuddles and she is responsive to their needs. Older children write her letters telling her how much they love her and that they have fun at her home. The positive attachments the childminder has with the children are supported by effective settling-in procedures, which means that children's transition between home and the childminder's setting are well supported. The childminder provides children with regular opportunities to socialise with their peers through attending a wide range of play groups. This is combined with daily trips to the local school to collect older children helps to prepare children for later transitions to school.

Children have ample space to move around in the childminder's home and they do this confidently. Resources are stored in low-level storage in the dedicated play room which means that children can access them independently. The childminder displays a wide

range of photographs and examples of the children work in the play room. This supports children's self-esteem and promotes their sense of belonging at the setting. Children have regular opportunities to be physical at local play groups and on trips to the park. However, there is scope to develop access to resources in the garden to provide further opportunities for children to develop their physical skills. The childminder uses age-appropriate boundaries for managing children's behaviour. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing.

Children develop a good understanding of healthy lifestyles through discussion and planned activities. For example, they grow peas in the garden and have visits from dental hygienists. The childminder understands the importance of providing children with healthy and balanced meals. She ensures that children have regular drinks and provides snacks of fresh fruit. The childminder helps children to learn about keeping safe through planned activities such as practising fire drills and road safety and discussions about 'stranger danger'.

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

The childminder works hard to continually develop her understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a wide range of child-initiated and adult-led experiences that help them to make good progress towards the early learning goals. Although in their infancy detailed systems are in place to observe and monitor the children and the childminder describes how she reflects on her observations. She uses the Development Matters in the Early Years Foundation Stage guidance to ensure that she covers all areas of learning. All required documentation is in place including, children's details, medication and accident records. The childminder demonstrates a good understanding of safeguarding and is clear about procedures to follow should she have a concern about a child in her care. This helps to keep children safe. The childminder has a good understanding of the importance of assessing risks in her home. For example, she no longer keeps pet dogs. Detailed written risk assessments and daily checks complement appropriate safety equipment, such as stair gates. This ensures that children are kept safe in the childminder's care.

Effective procedures are in place to ensure that parents are well informed about the service the childminder provides. A good range of written policies and procedures, contracts and consent forms are used to establish and agree good practice with parents. Important information, such as the childminder's certificate of registration and insurance details are displayed for parents to see. The childminder understands about sharing information between settings when children attend more than one provision. However, there is scope to improve the sharing of information about children's progress towards the early learning goals to further support continuity of learning for children who attend more than one setting.

The childminder works closely with her early years coordinator and local childminding network to continually develop her practice. She gathers verbal feedback from parents and provides questionnaires to children which she uses to inform her self-evaluation and

highlight areas for development. Recommendations raised at the previous inspection have been addressed, including developing her risk assessments. This demonstrates a positive attitude towards continuous improvement and improves the quality of the provision for the benefit of children who attend.

### **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

<b>Unique reference number</b>	EY261085
<b>Local authority</b>	Durham
<b>Inspection number</b>	911952
<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>	14/12/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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