

Inspection date

Previous inspection date

14/06/2013

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 to safeguard children. Consequently, children are cared for in an environment that promotes their safety and well-being.
- The childminder is consistent in her routines and the ways she manages children's behaviour, offering lots of praise and encouragement. As a result, children behave well.

It is not yet outstanding because

- There is scope to strengthen the very good working partnerships with other early years providers where children attend, to promote a more shared approach to children's ongoing learning.
- Pictures and photographs showing familiar events and family members are not always displayed so the childminder can talk about these with the children to provide additional opportunities to develop their rapidly developing 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 observed activities and snack time in the downstairs rooms of the childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector took account of the views of parents through written comments in children's learning journals.

Inspector

Karen Tervit

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five years and two years in the Consett area of County Durham. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is an enclosed garden to the rear available for outdoor play. The childminder takes and collects children from local schools and pre-schools, as well as attending activities at community groups. She also takes children to local shops and parks. The family has a cat and a rabbit.

There are currently two children on roll, both are in the early years age group and attend on a part-time basis. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen further the positive partnerships with other early years providers where children attend, to support a more shared approach to children's ongoing learning
- expand on the opportunities to promote language and conversation by sharing photographs showing familiar events and family members 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 secure understanding of how children learn and develop. She provides a stimulating environment giving all children the opportunity to make good progress, ensuring they are well-prepared for the next stage of learning or for school. The childminder considers the children's age, stage of development and interests when planning experiences. She talks to parents during their initial visits to gain children's starting points. This enables her to provide experiences that build on their current achievements, while having fun. Each child has an individual learning journal, which includes observations, samples of artwork and a summary of the progress they are making while in the childminder's care. Parents are successfully encouraged to be involved in this

ongoing observation and assessment process as they share what they know about their children's learning at home.

Children have access to a wide range of resources. Children are consistently well-supported in using counting and numbers during everyday play situations. For example, the childminder models counting as they build towers with the wooden bricks. This effectively promotes their mathematical skills. The childminder is highly skilled at following children's interests, for example, they visit the nearby woods to collect interesting stones and twigs to create a habitat in the garden for favourite dinosaurs. Babies enjoy exploring different textures, such as, glitter, gel, feathers and oats.

The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. Their communication skills are fostered well through a wide range of activities, including songs and rhymes, resulting in competent speakers and listeners. There is a very wide range of fact and fiction books made available to children effectively nurturing their enjoyment of the written word. However, displays and books do not yet include photographs of children's, families, friends, pets and favourite people. This means opportunities to help them develop their conversational skills further are not always as well-developed as possible. Babies have plenty of space to practise their crawling and walking skills and giggle excitedly as they watch older children playing. They are well-supported as they 'make music', banging the wooden spoon off the metal Indian cooking pots. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups and children's centre sessions to help develop children's social skills. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks.

The childminder has developed good relationships with parents and encourages them to be involved in their children's learning and development. She highlights activities their children have enjoyed with her, so they can provide similar experiences at home. Alongside this parents often provide resources for children to enjoy at the childminder's home. For example, artefacts from recent trips abroad, with children carefully exploring the different items, including colourful wall hangings.

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

Children form secure attachments with the childminder and her children and are happy and content in her care. They benefit from consistent routines that help them settle quickly and feel secure. For example, the childminder works closely with parents to ensure that she follows children's home routines. She is warm and attentive to children's needs, which fosters their emotional and physical well-being. The childminder is sensitive in her support of children at times of change, for example, family illness. Consequently, they part from their parents easily.

The childminder's home is suitably organised and welcoming. The living room is set up so

children can independently access a wide range of toys and activities. These are stored in clearly labelled baskets in the hall or attractively set out on the floor and include those which reflect positive images of difference and diversity. Consequently, children show a strong sense of belonging at the setting. Children confidently explore their environment, showing high levels of interest in the resources provided. They eagerly seek the childminder's attention as they involve her in their play. For example, they 'roll' the cardboard tube back to her and hold their arms up when they want picking up for a cuddle. Colourful educational posters are displayed, as well as children's artwork. Children respond well to the childminder's clear guidance and reassurance. The childminder models good manners to babies saying 'please' and 'thank you' as she asks them to do things, such as tidying away resources so they do not trip over.

Children are encouraged to play harmoniously together and show care and concern for one another. The childminder sensitively supports them as they form friendships with their peers. She encourages them to play cooperatively, learn to take turns, share and compromise. She offers children meaningful praise for attempting to do things, such as feeding themselves. This helps them behave well and develop skills to help as they move on to other settings. The childminder takes younger children to collect older ones from school and nursery. This helps children become familiar with staff and the building.

Children's health is well-promoted. Older children learn to manage their own personal hygiene; they know why they need to wash their hands before they have their lunch or after using the toilet. Children enjoy a range of healthy snacks, which take into account their individual dietary needs. The childminder sits with them as they eat, encouraging their independence skills as they eat their food. Daily opportunities are provided for children to benefit from playing in the fresh air and exercise. For example, they use the well-resourced garden area, have fun as they go for walks and clamber on the large equipment at toddler group. Children are learning to keep themselves safe. For example, they learn about road safety, stopping to look and listen for traffic before crossing the road. Babies cooperate as they are securely fastened into their buggies.

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

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure almost all areas of learning are covered in-depth and that they provide suitable challenge for children. She reflects on activities and uses this information, along with her secure knowledge of children's interests, to help with future planning. Clear tracking documentation is in place, which enables the childminder to monitor the progress children make over time. This ensures she has an accurate understanding of all children's skills and abilities.

The childminder fully understands her responsibility in safeguarding children. She has clear policies that have been updated, which she shares with parents. The childminder has recently attended a safeguarding course. She talks confidently about what she would do if

she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation is all very well-organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors of the setting because risk assessments are carried out daily and any possible hazards eliminated.

The childminder continually reflects upon the care and learning she provides and demonstrates a strong drive to improve. She is committed to furthering her professional development and regularly accesses training. For example, she recently attended a training session on boys and girls learning differently, resulting in her providing more opportunities for boys to make marks outdoors. The childminder has a clear focus on helping children to make good progress in their learning and development, while enjoying their play.

The childminder works well with parents and gathers their views about the service she provides through verbal feedback. Children are observed on a regular basis and the childminder gathers their views through non-verbal and verbal communication. She has good links with the local children's centre and attends toddler groups and other activity sessions. She has strong relationships with other childminders in her area, as well as acting upon advice from the local authority advisory team, which helps to enhance her knowledge and skills. Partnerships with other providers of settings where children attend are not yet fully established to support effective information sharing about the children's care, progress and learning. Therefore, children's continuity of care and learning is not always fully maximised.

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 | EY436285 |
| Local authority | Durham |
| Inspection number | 800790 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| 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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