

Inspection date	10/05/2013
Previous inspection date	18/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 are cared for in a warm and welcoming environment. They are settled and form close relationships with the childminder, consequently, their care needs are effectively met.
- The childminder's home is suitably organised so that children freely access a sound range of toys and resources which help them to make sufficient progress in their learning.
- Children have daily opportunities to access outdoor play. They regularly visit local parks and play areas to develop their physical skills and promote their good health.
- The required policies and procedures are in place and shared with parents. Risks are assessed and children are able to move around in a safe and well maintained environment which helps to protect children's welfare.

It is not yet good because

- The monitoring of children's progress across the aspects of all seven areas of learning and development to ensure children are provided with appropriate and meaningful challenges and experiences is not precise.
- The record of children's attendance does not clearly show the hours they are cared for on the childminder's premises, which does not demonstrate clearly how ratios are maintained. This does not ensure children's needs are fully met at all times.
- Self-evaluation is not used consistently to drive improvement effectively.

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 in the main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, relevant documentation and a selection of policies and procedures.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 10 years in a house in Ingleby Barwick. The whole of the ground floor and the rear garden are used for childminding. The family has a pet cat.

The childminder attends a toddler group and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom seven are in the early years age group and attend for a variety of sessions. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the provision of challenging and enjoyable experiences for children in all areas of learning and development by using robust observation and assessment of children's learning to identify their next steps. Use this to plan learning experiences for individual children that are more consistently matched to their interest and needs
- ensure that the record of children's attendance clearly show the hours they are cared for on the childminder's premises.

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

- improve the focus of self-evaluation to inform the setting's priorities and set challenging targets to secure continuous improvement.

Inspection judgements

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

The childminder collects a sufficient range of information from parents regarding children's individual routines, previous learning and starting points. This helps her to meet children's individual care needs and sufficiently supports their transition into the setting. The childminder is broadly aware of children's capabilities and demonstrates through discussion that she is aware that children are making steady progress towards the early

learning goals. However, her assessments are not always precise, so planning for their next steps in learning is not sharply focused. Therefore, children's progress and their readiness for school is not maximised.

Children are happy and settled within the childminder's care. They confidently talk to the childminder and their peers about their family and activities they have been involved in at home. Children enjoy sharing stories with the childminder and children try to join in with actions. The childminder uses stories to teach children new vocabulary. She repeats new words so young children can explore and imitate sounds. Children point to the pictures and enjoy pretending to read the story to the childminder. She listens with interests and responds quickly to children's verbal and non-verbal requests. For example, naming characters children point to. The childminder encourages children tell her about their time at nursery. She gives them time to share their experiences and praises their contributions. All of which helps to develop children's early communication, language and literacy skills.

The childminder provides a suitable range of resources to help children learn about everyday technology. For example, children enjoy playing with a variety of interactive toys. They know how to make toys work by pressing buttons, such as, the play phone and laptops. Children make choices about their play and freely access the suitable range of resources in the designated playroom. They enjoy being outdoors and have great fun using the slide, bikes and push along toys in the childminder's garden to develop their physical skills.

The childminder has a sound understanding of the progress check at age two and has started to complete this for all relevant children. Parents are beginning to be involved in the process and information is also given to parents about activities they can do at home to support children's progress.

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

Children are developing strong and close relationships with the childminder. They settle quickly, form secure attachments and are happy and content in her care. Young children benefit from familiar routines, that are consistent with information received from parents about their experiences at home. This helps them feel secure and promotes their transition into the setting. The childminder is caring and attentive to their needs, which adequately fosters their emotional and physical well-being. Children go to the childminder readily for a cuddle when they feel tired, or to share a toy or a book. They begin to learn the expectations of the setting and the childminders gentle guidance and encouragement helps them to behave well. The childminder also provides lots of praise and encouragement, which, promotes children's self-esteem and confidence.

The childminder has appropriate fire detection and control equipment in place, for example, fire alarms, smoke detectors and a fire blanket. The childminder develops children's awareness of safety when out in the local environment. She teaches them to 'stop, look and listen' when crossing roads and children know they have to hold hands when out in the local community. Younger children also wear wrist safety straps when on

outings. This helps to protect children's safety.

Children have daily opportunities to engage in outdoor activities and have daily access to plenty of fresh air. They use the garden and go to local parks with the childminder. Children are encouraged to eat healthily and are offered a variety of nutritious snacks and meals. Food arrangements are discussed and agreed with parents from the outset and children have access to fresh drinks at all times. The childminder is aware of children's individual dietary needs and ensures these are met.

A sufficient range of resources are freely available, which are relevant to children's age and stage of development. She works closely with the parents and other providers to suitably support children's transitions to other settings. For example, children regularly visit the local schools and nurseries and the childminder introduces them to staff. This helps them to prepare for the next stage in their learning and encourages them to form secure attachments.

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

Risk assessments and daily safety checks are completed. The garden is secure and the front door is locked at all times, therefore, children cannot leave the premises unattended. This helps to protect children's safety and well-being. The childminder has completed safeguarding training and has a sound understanding of her responsibilities to help protect children's welfare. A suitable range of policies and procedures are in place and shared with parents, this keeps them informed of the service provided. The childminder works regularly with an assistant and is fully aware of her responsibility to ensure ratios are met at all times. She keeps a record of children's attendance. However, this does not clearly show the hours they are cared for on the childminder's premises, meaning that a legal requirement for the Early Years Register and both parts of the Childcare Register is not met.

Partnerships with parents are sound and suitable systems are in place to ensure continuity of care. For example, regular newsletters, daily diary sheets are e-mailed and a daily verbal exchange of relevant information, makes sure parents are sufficiently informed about children's daily routines and activities they have been involved in. The childminder has some knowledge of the learning and development requirements and systems to observe and assess children's progress are developing. However, the monitoring of children's progress across the aspects of all seven areas of learning and development, to ensure children are provided with appropriate and meaningful challenges and experiences is not precise. Links with other providers are generally sound. The childminder demonstrates a sufficient understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity of care and learning.

The childminder is mindful of her training needs and is developing an improvement plan alongside the local authority advisor to address this. However, systems to evaluate the effectiveness of the provision are not fully developed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- keep a daily record of the hours of attendance for all children (compulsory part of the Childcare Register)
- keep a daily record of the hours of attendance for all children (voluntary part of the Childcare Register).

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	EY435046
Local authority	Stockton on Tees
Inspection number	918162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/04/2012
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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