

<b>Inspection date</b>	21/06/2013
Previous inspection date	13/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

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

### **This provision is outstanding**

- The childminder organises her setting particularly well. She demonstrates a genuine commitment to developing her practice through training and reflection. This supports improvements within her setting and enhances opportunities for children extremely well.
- Children have extremely secure, trusting relationships with the childminder. Their individual needs are exceptionally well met. Consequently, they are very settled and happy in the provision and are growing in confidence.
- Children make excellent progress in their learning because the childminder completes regular observations and assessments of children as they play, and uses this information to provide a wide range of interesting and challenging activities.
- The childminder has an extensive understanding of how to promote children's health and safety. She has assessed all potential risks to children's safety within her premises and has minimised these so children are able to access all areas safely.

## 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 2002 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 14 years in the Ingleby Barwick area of Stockton-on-Tees. The whole of the ground floor and the rear garden are used for childminding. 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 two children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend the opportunities for children to investigate features of the natural world outside by, for example, providing resources, such as chimes, windmills and streamers, to show the effects of the wind.

## Inspection judgements

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

The childminder has an extremely good understanding of the Statutory framework for the Early Years Foundation Stage and uses this very well when supporting children's individual learning needs. She works closely with parents from the start to gather information about children's interests and she uses this, along with initial observations, to assess children's starting points. This allows her to plan a challenging and interesting range of activities which are tailored to children's individual interests from the outset. The childminder supports children in their learning and development exceptionally well. She uses ongoing observations of the children, which she records in their individual learning journal to assess their progress towards the early learning goals and identify their next steps in learning. These are shared with parents and clearly show that the children are making excellent progress in their learning and development, given their age and stage of development. The childminder provides suggestions of how parents can support children's learning at home. This helps to ensure continuity and involves parents fully in their child's learning.

The childminder has an extremely good understanding of the characteristics of effective

teaching and learning. For example, she gives children time and freedom to become deeply involved in activities, and talks to children about how they will get better at tasks the more they practise. For example, when children try to complete puzzles, she explains the more they try the easier it will become. As a result, she fully extends children's learning as she sensitively joins in with their play. The childminder has a very good understanding of the progress check at age two; systems are in place to assess children's progress between the ages of 24 and 36 months and she is fully aware of her responsibility to work with parents and other agencies, if appropriate, to complete the check.

An extensive range of resources are freely available in the designated playroom. Displays of children's writing, drawing, paintings and collage work cover the walls, showing children they are valued. Children are very motivated, interested and keen learners and are making very good progress towards the early learning goals. They are able to access a wide range of books independently and also enjoy sharing stories with the childminder. She uses stories to teach children new vocabulary. She repeats new words so young children can explore and imitate sounds, all of which helps to develop children's early communication, language and literacy skills extremely well, preparing them for the next stage in their learning and development.

The childminder helps to build children's confidence by attending playgroups and activity sessions, preparing them for future moves to other settings or school. This also develops children's social skills, encouraging them to play alongside others. Regular outdoor play opportunities help children to develop their physical skills, for example, during trips to the park and the local soft play areas. However, there is scope to extend the opportunities for children to further observe and investigate the effects of natural elements, such as the wind, by providing additional resources, for example, chimes, windmills and streamers. Children with special educational needs and/or disabilities are exceedingly well supported and fully included within the setting, ensuring they make very good progress from their starting points.

The childminder uses information from parents and her observation of children's interests to promote and challenge their learning exceptionally well. For example, she uses children's current interest in trains to develop their counting and sorting skills. Children reliably count to 20 trains and confidently name and match the colours of the different engines. The childminder supports them as she provides lots of praise and encouragement when they finish. This demonstrates that the childminder appreciates children's efforts and effectively promotes their confidence and self-esteem.

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

The childminder takes children on outings to a childminding group and activity sessions, which helps them to develop confidence and independence in situations away from their main care setting. This encourages them to be independent and prepare for the next big step in their life, such as starting at the local nursery. Behaviour is excellent. Children are helped to understand what acceptable behaviour is and that to share and respect each other is important. They develop strong self-care skills and are very independent. Children

take responsibility for putting toys away and generally clearing up after themselves. They have healthy meals and snacks and are encouraged to make choices about the food they eat. Fresh drinking water is freely available, and children confidently access their own cup. Children are encouraged to develop healthy lifestyles, with an excellent focus on outdoor activities and play, enhanced with regular trips to the local park, beach and children's play area.

Children are extremely confident and feel very secure with the childminder, who takes robust steps to ensure that she obtains information from parents about likes and dislikes and children's routines. The childminder takes time to talk to children throughout the day, so that they feel special and valued, and her knowledge of their needs is very clear. The childminder is highly competent when engaging in children's play but is also very skilled at knowing when to stand back to let them lead their own play. She knows what children like playing with and ensures that these toys and resources are easily accessible. Excellent relationships exist between the children and the childminder. When engaging with children, she ensures that she is at their level, always maintaining eye contact with them. This results in children responding with great enthusiasm and they enjoy the cuddles and close contact at quiet times.

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

Arrangements for safeguarding children within the provision are excellent. Risk assessments are exemplary and meticulously detailed. They minimise risk in the childminder's well-organised home. She has created a vibrant environment that is welcoming, safe and stimulating, where children enjoy their learning, grow in confidence and make very rapid progress. Planning, observations and assessments of each child's progress are detailed, and assessment records and learning journals are outstanding. These cover the seven areas of learning and this information includes the next steps of learning for each child to clearly monitor and track their progress over time. Parents contribute to assessments and learning journals by sharing information about their children's learning and development at home.

The childminder has superb relationships with parents and other providers. She regularly shares information about children's routines and the activities, which they complete in shared diaries and learning journal records. This enables parents to be fully informed of their children's learning and to actively contribute to their progress. Children with special educational needs and/or disabilities are extremely well supported, and the childminder works effectively with parents and other agencies to ensure their individual care needs are met. Parents comment that their child is 'continually surpassing all expectations due to the childminder's input, experience and expertise, my child is well cared for and in safe hands'. They also state that 'my child has great fun and the childminder is warm friendly and her no nonsense approach sets her apart from others'. Relationships with other providers delivering the Early Years Foundation Stage and local schools are strong, and this promotes continuity in children's care and learning.

The childminder has exceptional systems in place to reflect on her practice, and this helps

to ensure she provides the best play and learning opportunities for individual children. As a result, she has an excellent awareness of her strengths and areas for development. Parents are actively involved in the process of evaluation, achieved through questionnaires and discussion. The childminder has high aspirations and is extremely keen to develop her knowledge and skills through additional training. This ensures children benefit from a continually improving provision, which meets the requirements of the Statutory framework for the Early Years Foundation Stage.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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>	EY217864
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	877363
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/11/2008
<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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