

<b>Inspection date</b>	02/07/2013
Previous inspection date	08/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are happy and settled. They enjoy loving and affectionate relationships with the childminder, who works closely with parents to meet children's individual needs.
- The childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- Children are motivated by a well-resourced, indoor and outside learning environment. Consequently, children are active and inquisitive learners, who enthusiastically explore their surroundings.
- The childminder has a good understanding about how to promote the health and safety of the children in her care. She has assessed all risks to her premises and has minimised these so children are able to access all areas safely.

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

- There is scope to further enhance the good information gathered from parents at the onset of care to ensure a very detailed picture of children's current stage of development is in place.
- Children's awareness and understanding of people and communities, with particular regard to disability, is not always fully promoted. As a result, opportunities for children to explore similarities and differences between themselves and others are not maximised.

## 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 arrived at the setting, she had a tour of the premises and observed children playing in the dining room and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning records, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through information provided in letters.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 and 13 years in Ingleby Barwick. The whole of the ground floor is used for childminding. There is a rear garden for outdoor play.

The childminder has completed an appropriate childcare qualification at level 3. She attends a childminder group and the local children's centre. She visits the local park on a regular basis and she collects children from the local schools. The family has a pet dog and two cats.

There are currently two children on roll in early years age group who attend for a variety of sessions. She is open all year round from 7.30am to 5.30pm Monday, Tuesday and Wednesday, except for family holidays and the period in between Christmas and New Year.

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

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

- enhance methods for gathering information from parents about their children's stage of development at the start of the care arrangement
- provide further resources and activities to raise children's awareness of people's similarities and differences, with particular regard to disability.

## 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. She carefully observes children to find out about their immediate interests in order to plan and provide a good range of activities and play experiences. These take account of all seven areas of learning, although a clear focus is given to the prime areas for young children. This ensures they have the key skills needed for the next steps in their learning and in preparation for school. Each child has a learning journal, which identifies their level of achievement. This is well presented with photographs and observations of their play. Next steps are clearly identified and used to challenge children's learning and development. A tracking system

has recently been introduced and clearly shows how children make good progress. The 'progress check at age two' has been completed for all relevant children. Parents are fully involved in the process and any concerns have been shared and acted on. The childminder encourages parents to be involved in their children's learning. For example, she completes daily diaries and makes effective use of her daily discussions with parents to talk about children's progress. The childminder provides a wide range of information on how learning can be supported at home and asks parents to share their own observations of their children's achievements. However, there is room for the childminder to gain further valuable information about children's starting points from parents so she can use this in her planning for their ongoing development.

The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she fully extends children's learning as she sensitively joins in with their play. Equally, she knows when to stand back and allow children uninterrupted time to play and explore on their own. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day. Children celebrate a variety of festivals from around the world and the childminder provides resources to raise children's awareness of different cultures, traditions and beliefs. For example, children can dress up in a range of saris. However, there are fewer resources and activities showing positive images of people with disabilities. Consequently, children's awareness and understanding of similarities and differences between themselves and others is not fully enhanced.

Children's communication and language skills are given a high priority. For example, the childminder models language and provides children with lots of opportunities to use language for communication. Such as using familiar books and asking open-ended questions, which encourage children to think and talk about what they are doing. Consequently, children are making very good progress towards the early learning goals. The childminder routinely extends children's vocabulary, introducing new words through everyday activities and experiences. For example, she uses opportunities during craft activities to extend children's vocabulary as she explains clearly the meaning of 'serrated', as children use the serrated craft scissors to cut the paper. Children enjoy daily opportunities to sing rhymes and listen to stories and are learning that print carries meaning.

The childminder develops children's understanding of mathematical language as she talks about size, space and counting in everyday activities and play. She follows the children's lead and skilfully supports their learning. For example, she encourages children to count the big crayons as they put them back into the pot. She models counting and corrects children if they miss out numbers and encourages them to start again, she provides praise for their efforts. This helps to develop their confidence and fully supports their early mathematical skills.

The childminder provides a homely and welcoming environment for children. Their emotional well-being is supported and nurtured because the transition between home and the setting are thoughtfully planned and well organised. Children benefit from very secure attachments with the childminder, which provide a strong foundation for their general well-being and developing independence. The caring, supportive and nurturing environment ensures that all children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around the childminder's home, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents prior to admission. As a result, children settle extremely quickly and benefit from consistent care that meets their individual needs.

Children have daily opportunities to be active and develop their physical skills and strength through their play. They regularly visit local parks, play areas and go on country walks, providing them with opportunities to climb and balance while they enjoy the fresh air. Trips to local playgroups provide further opportunities for children to be physical and also helps them to interact positively with others and develop their social skills. This is combined with the childminder supporting children in developing their independence, for example, feeding themselves or trying to put on their own coat. This helps to prepare them for their move to nursery or school. Behaviour is managed particularly well, and children demonstrate extremely good manners as they are encouraged and independently say, 'please' and 'thank you'.

The learning environment is organised well to promote children's independence. A good range of resources is stored in low-level crates and, as a consequence, children can move freely and help themselves to toys which are of particular interest to them. The childminder risk assesses her home and minimises any potential hazards. This means that children can play and grow in a safe and secure environment. The childminder also takes time to consider the potential risks when she is out with the children. She helps children to understand the dangers, such as when they walk home from school or attend the local park. Furthermore, children take part in regular fire drills. Posters in the setting demonstrate good hand-washing practices, which are reinforced through daily routines. Fresh drinking water is freely available and children enjoy a range of healthy meals and snacks.

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

The childminder is committed to offering a good quality of care for children and their families. She has a good knowledge and understanding of the Early Years Foundation Stage. She is providing good learning opportunities around the seven areas of learning, with a strong emphasis on the prime areas of development. The childminder monitors assessment and planning procedures ensuring that they accurately record children's abilities and progress. Children are developing in line with, or exceeding, the developmental milestones for their age. The childminder displays a great enthusiasm in her childminding practice and fosters successful relationships with parents and actively

seeks their feedback through daily diaries. She shares children's learning journals with parents and asks them to make regular comments on their children's progress. Parents show great satisfaction and make positive comments on the good care and progress that children make. Links with other providers are strong and the childminder has a very good understanding of the importance of sharing relevant information. For example, a three-way diary is in place to ensure relevant information is shared to ensure continuity in children's care learning, and development. The childminder is working with children to enable them to develop their independence and manage their self-care skills. This prepares children for school, which helps to ensure a smooth transition to the next stage of their learning.

The childminder demonstrates a good understanding of safeguarding children. She confidently identifies possible issues and is well aware of the procedures to follow in the event of a concern with regard to children's welfare. The childminder completes a record of risk assessments of the home, garden and outings, which ensure children are kept safe. She has clear policies and procedures in place, which are made available to parents to ensure they are aware of her role and responsibility when caring for their children. She has included the use of cameras and phones in order to protect the children in her care, and has permission to use photographs in children's development records. All the appropriate information and records are in place and readily available for inspection.

The childminder is very keen and enthusiastic about developing her provision. She demonstrates a genuine commitment to attending regular training and using the information gained to improve the quality of care and learning she provides for children. For example, she has taken time to develop her understanding of the Development matters in the Early Years Foundation Stage guidance document. In addition, she has carried out self-evaluation and gathers feedback from parents through daily discussions. This helps her to identify areas within her own practice that can be addressed to improve the quality of learning for the children. This promotes opportunities and experiences for all children, who attend her setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY396356
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	821927
<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>	08/03/2010
<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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