

<b>Inspection date</b>	21/05/2013
Previous inspection date	13/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- Children feel safe and secure and enjoy their time with the childminder as she provides a safe, clean and stimulating environment that supports their individual needs and helps them to make sound progress in their learning.
- The childminder and her assistant have established close and caring relationships with the children. This helps to develop children's sense of belonging in the childminder's home and promotes their personal, social and emotional development.
- The childminder works well with parents to obtain information about children's individual needs and to ensure that parents are kept well informed about their child's ongoing progress and developments.

### **It is not yet good because**

- The childminder's procedures for safeguarding children are not sufficiently robust to fully promote children's safety. This is with particular regard to children being left with her previous assistant for a period of more than two hours.
- The childminder has not carried out risk assessments for some outings. This means that potential risks to children's health and safety have not been consistently assessed.
- There is scope to improve the use of guidance, such as Development Matters in the Early Years Foundation Stage to more precisely identify children's starting points and progression towards the early learning goals.

## 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 and involved the childminder in a joint observation of an activity.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and her three children, two aged eight years and one aged six months in Spennymoor. The childminder uses the whole of the ground floor, the first floor bathroom and the rear garden for childminding. The family has a rabbit.

The childminder works with an assistant. She attends community groups and the local children's centre. The childminder visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, seven are in the early years age group and attend for a variety of sessions. Five children are of school-age and who attend before and after school. The childminder provides care all year round from 7am to 5.30pm, Monday to Friday, except for family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are not left in the sole care of assistants for more than two hours in a single day
- ensure that a risk assessment assesses the risks or hazards which may arise for the children is carried out for all outings.

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

- extend the monitoring of children's starting points and achievements, for example, by using guidance, such as Development matters in the Early Years Foundation Stage so that children's progress towards the early learning goals can be more precisely identified.

## Inspection judgements

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

The childminder provides a warm and welcoming environment where children are happy, settled and relaxed. She demonstrates a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder provides children with a wide range of activities, which cover all areas of learning. She knows the children well and gathers information about their starting points through observations. Also by gathering information about what children can already do from parents. Individual learning files include examples of children's work, photographs and observations of their ongoing learning. These are used to identify children's next steps in learning and inform the childminder's planning. This supports children to make sound progress in their learning and development and supports them in developing the skills, attitudes and dispositions they need for later transitions to nursery and school. However, there is scope for the childminder to improve the use of guidance, such as Development matters in the Early Years Foundation Stage guidance to provide a tool for her to assess children's starting points and measure their ongoing progress towards the early learning goals.

Children's communication skills are appropriately promoted by the childminder and her assistant as they engage with children as they play. For example, the childminder introduces language such as 'big and small' into their play and encourages children to talk about their trip to the funfair at the weekend with 'Barney the dinosaur'. They begin to acquire phonic knowledge as the childminder prompts them with initial sounds to recall the rides that Barney went on. Children go on regular visits to the local library and clearly enjoy books. They select them independently and most of the children sit patiently with the childminder's assistant as she reads to them. She engages children well in the story, for example, she encourages them to 'blow' and she names objects as they point to them. Children are warmly praised as they attempt to repeat words to her. This further supports children's emerging language skills.

The childminder provides a variety of interesting resources to support children's physical skills and to develop their hand to eye coordination. For example, they confidently use plastic knives, rollers and chop sticks to roll, cut and make different shapes with play dough. Suitable use is made of treasure baskets to provide further opportunities for children to explore different textures. The childminder introduces counting into everyday play. For example, as they make cars from play dough she asks them to count how many wheels they will need and children count how many star jumps they can do during a keep fit session. This helps children to learn in a fun way. The childminder understands the importance of having one to one time with children to support their learning. For example, she spends time with individual children encouraging them to talk about what they have done without interruptions from older children. This helps to support children's individual progress. Children enjoy regular trips for example, to local wildlife centres, soft play areas and on walks to the woods and local parks. This further supports their physical development as they are able to run around and climb while raising their awareness of their local community. Children's understanding of the world around them is appropriately promoted as they learn about caring for animals, for example, they go to visit local hens and help the childminder to feed her pet rabbit.

The childminder ensures that parents are well informed about their child's learning. This includes, sharing verbal information, learning journals and summaries of children's progress. This is combined with a clear display of the childminder's weekly planning. This

allows parents to gain valuable information about what their child is learning from the childminder, so that they can continue with this learning at home.

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

While the childminder makes positive contributions to children's well-being, she has breached the safeguarding and welfare requirements. This has an impact on children's well-being and safety. However, children are happy and settled with the childminder and her assistant and are developing close and caring relationships with them. For example, they come to them for cuddles and are reassured by them when they are upset. This shows that children's personal, social and emotional skills are developing well. The positive attachments the childminder has with the children are supported by effective settling-in procedures and the good information she obtains from parents. This 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 encouraging their independence for example, helping children to learn how to fasten their coats. This helps to prepare children for later transitions to school.

The childminder provides a warm, welcoming and friendly environment where children have ample space to play. Resources are plentiful and of good quality and are organised mostly in low-level, labelled storage. This means that children can make independent choices about their play. Children behave well in the setting. This is because the childminder and her assistant encourage the children to share and be kind to each other and they provide them with regular praise and encouragement. This helps to support children's self-esteem.

Children develop a good understanding of healthy lifestyles through discussion and planned activities. For example, they take part in fun keep fit sessions and grow strawberries in the garden. The childminder's assistant makes good use of play to promote discussion about healthy foods. For example, as the children find a toy pear, she talks to them about how eating pears makes you 'big and strong'. In addition, the childminder takes children on walks to the local shops to select fruits for their snack. The childminder demonstrates a positive approach towards helping children develop an understanding of how to keep safe through planned activities. For example, they practise fire drills and learn about road safety as they play.

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

This inspection took place following a complaint regarding the childminder leaving children with her previous assistant for more than two hours. The childminder acknowledges that she had not put robust contingency plans in place following the birth of her own child and had not effectively planned an outing to the cinema. This resulted in children being left for longer than two hours with the childminder's previous assistant. This does not meet the requirements of the Early Years Register and the Childcare Register and does not support effective leadership and management. However, the risk to the children was minimised.

This is because suitability checks has been carried for the assistant, she held an early years qualification and a first aid certificate, and was aware of procedures to follow if there was an emergency.

The childminder generally has a suitable knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has clear procedures in place to ensure that all adults are suitable to work with children and she carries out regular supervision sessions to support her assistant to develop her practice. The childminder has detailed risk assessments for her home, which are used alongside appropriate safety equipment, such as cupboard door locks and stair gates to ensure that hazards to children in the home are identified and minimised. However, although the childminder has carried out general risk assessments for walking, using the car and for most outings. She has not effectively identified all possible risks associated with a trip to the cinema. This is a breach of the welfare requirements and does not effectively safeguard children. The childminder had completed safeguarding training and has a good understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child in her care.

The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. She works closely with her assistant to provide children with a balance of adult-led and child-initiated play and reflects regularly on her planning to ensure that all areas of learning are covered. The childminder is aware of the need to complete the progress check at age two, if she has children in that age range. Effective procedures are in place to ensure that parents are well informed about the service the childminder provides. The childminder meets with parents at the start to discuss how she works and to share her policies and procedures. Important information, such as the childminder's certificate of registration and training are displayed for parents to see. Further information to keep parents up to date about the service the childminder provides is included in regular newsletters and on the childminder's website. As a result, partnerships with parents are good and feedback from parents is extremely positive. For example, parents state, 'We are confident and happy leaving our child, knowing he will be loved, stimulated and happy'. The childminder understands the importance of working with other providers of the Early Years Foundation Stage. She shares information with teachers so that she can build on what children are learning at school. This helps to promote continuity of learning for children.

The childminder demonstrates a positive attitude towards developing her practice. She is a member of her local childminding network and works closely with her assistant, discussing and reflecting on their practice and attending regular training. This helps to develop her understanding of good quality childcare. The childminder gathers feedback from parents through questionnaires and has used the Ofsted self-evaluation form to identify areas for development. She has addressed the recommendations raised at the previous inspection, including using pictures and words to label her resources. This helps supports children's learning and demonstrates a positive attitude towards continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met**

The requirements for the voluntary part of the Childcare Register are

**(with  
actions)  
Not Met  
(with  
actions)**

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

- ensure that childminder's are present on the premises at all times when childcare is being provided, unless for a maximum of two hours per day a childminding assistant is present (compulsory part of the Childcare Register).
- ensure that childminder's are present on the premises at all times when childcare is being provided, unless for a maximum of two hours per day a childminding assistant is present (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

<b>Unique reference number</b>	EY445380
<b>Local authority</b>	Durham
<b>Inspection number</b>	918354
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/11/2012
<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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