

Inspection date	11/07/2013
Previous inspection date	04/06/2009

The quality and standards of the early years provision	This inspection:	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

- The childminder knows the children and their individual routines very well. She provides good physical and emotional support for all children. As a result, they have developed close and caring relationships with her and have their individual needs met very well.
- All children make good progress in their learning and development. The childminder carefully plans a wide range of activities inside and outside of her home that meet the needs and interests of the children who attend.
- The childminder has a secure understanding of how to promote children's good health and to keep them safe. Her home is well maintained, welcoming and all potential hazards are minimised. Therefore, children can move around the space freely and safely.
- Partnerships with parents are very good. This means that the childminder has a very good understanding of children's individual needs and parents are kept well informed about their child's ongoing progress and development.

It is not yet outstanding because

- The childminder occasionally does not optimise opportunities to introduce new words into children's vocabulary and extend their learning, as she sometimes provides answers too quickly for them and does not always give them time to think about the question.
- There is scope to further enhance opportunities for children to talk and learn about

feelings.

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 and children at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children, aged 11, 14 and 18 years in West Kyo, Stanley. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The family has a pet dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school. The childminder supports children with special educational needs and/or disabilities and who have English as an additional language. The childminder provides care 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 further improve the quality of the early years provision the provider should:

- extend children's language skills by giving them thinking time to put their thoughts into words and not jumping in too quickly with answers
- provide further opportunities for children to explore and consider their feelings and to deal with conflicting opinions, for example, by using Persona Dolls.

Inspection judgements

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

Children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. This is because the childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and she provides a wide range of activities, which cover all areas of learning. All children make good progress in the seven areas of learning because in the main, the childminder supports them well and she has very good understanding of their individual needs. Observations take place continually and the childminder notes what children can do and their next steps in learning. This means that she is able to plan activities to extend children's learning, which ensures that they are continually challenged in their development.

The childminder supports all children, including those with English as an additional language and special educational needs and/or disabilities to develop good communication skills. She takes time to encourage children with English as an additional language to repeat words after her, and gives them meaningful praise and encouragement when they do so. Children's home language is integrated well into their play, for example, the childminder has flash cards with words written in English and Polish. She also supports the rest of the children to learn key words in Polish. This promotes a fully inclusive environment. The childminder talks constantly to the children about what they are doing and extends their language as she encourages them to identify colours and objects as they play. However, on occasion, she misses opportunities to further extend language as she jumps in too quickly and does not give the children sufficient time to consider the answer for themselves. The children clearly enjoy books and select them independently to look at with the childminder and their friends. They are beginning to understand that print carries meaning, as they look at the words next to the pictures and identify what they can see.

The childminder uses numbers and mathematical language in everyday activities to develop children's understanding. For example, they count how many windows there are and talk about how big and small objects are. Children have very good opportunities to learn about the world around them. For example, they take part in community events and celebrate cultural events such as, the Chinese New Year. The childminder provides a wide range of activities to support children's creative development, this includes exploring shaving foam and playing with musical instruments. The children hold glue sticks and paint brushes confidently as they make collages using a wide range of different materials, such as dried pasta, leaves and paint. They enjoy using their fingers to make patterns, as this begins to introduce basic mark making skills to them in a fun way.

The childminder works very well in partnership with parents. Information is gathered from parents at the start about children's likes and what they can do at home. These are combined with initial observations by the childminder to identify children's starting points. Ongoing observations are recorded in individual learning journals for each child and are shared with parents on a regular basis, along with progress reports of their child's development. This means that parents are well informed about their children's learning. The childminder has developed good procedures to gather ongoing information about children's interests and activities at home, for example, children take home a toy monkey and keep a diary of activities they have done together. This effectively supports parents in being involved in their child's learning.

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

Children's personal, social and emotional development is fostered well. They develop strong attachments with the childminder, who at all times, responds to them with kindness, warmth and purposeful care. She knows the children very well, recognising when they are tired and providing them with cuddles and their favourite comforters. Consequently, children are happy and settled in her care and confidently look to her for reassurance. Effective settling-in procedures are in place. The childminder gathers relevant

information from parents at the start about children's likes, daily routines and medical requirements. This is combined with frequent settling-in visits, to support children in gradually getting to know the childminder and her home. This results in a smooth transition for children because they are familiar with the setting and childminder. Children attend a wide range of play groups where they have regular opportunities to socialise with their peers. The childminder works very closely to support children in preparation for starting nursery. For example, she accompanies them on settling-in visits and attends open days at local schools. This means that children are well prepared for starting nursery or school.

The childminder demonstrates a good understanding of using age-appropriate behaviour management techniques which are based on the individual child. For example, she uses distraction and discussion to settle minor disputes over toys. This is combined with regular praise and reassurance to help to raise children's self-esteem. However, there is scope to encourage children to further explore their feelings and consider how to deal with conflicting opinions, for example, by using Persona Dolls.

The childminder implements a range of activities that help children learn to keep themselves safe. For example, they regularly practice fire drills and road safety as part of their daily outings. Ongoing risk assessments are carried out in the home and on outings, to ensure that all potential hazards are identified and minimised. The childminder implements effective procedures, such as carrying laminated cards with children's details. This means that parents could be contacted quickly if there was an accident. The indoor environment contains a wide range of age appropriate resources, that are easily accessible for children. The childminder clearly labels boxes of resources in English and Polish. This supports children who speak English as an additional language and encourages children to make independent choices about their play.

The childminder promotes children's good health through every day activities. For example, they have ample opportunities for fresh air as they visit local parks and go on trips to local farms. Children are developing good self-care skills, for example, they use the bathroom independently. The childminder provides a good range of healthy foods and snacks for children which take into account their dietary requirements. This is combined with planned activities, such as visits to the dentist to promote children's growing awareness of healthy lifestyles.

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

The childminder has a good knowledge and understanding of how to protect and safeguard children. For example, she has robust policies and procedures for safeguarding, risk assessments and meeting children's welfare needs. She is aware of what to do and who to contact if she has a concern about a child in her care. Her safeguarding policy is accessible to parents, through a written information pack that they receive when their child starts. This means that parents are well informed about how the childminder works. The childminder holds a current first aid certificate and has consent from parents to obtain emergency medical treatment for children should she need to. This means that she can

respond to accidents effectively.

The childminder has a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and of how children learn. She regularly cross-references her planning with her observations to ensure that she is providing a broad range of activities that cover all areas of learning. She is very committed to meeting the needs of all children including, those with special educational needs and/or disabilities. She sensitively assesses children's progress, including carrying out progress checks for children aged two years, to ensure that any gaps in children's learning are clearly identified. The childminder shows a very genuine commitment to working with other professionals to ensure that all children have their individual needs met very well. This includes other providers of the Early Years Foundation Stage, Portage and speech and language therapists.

The childminder demonstrates a positive attitude to developing her practice. She continually reflects on her practice and works closely with other childminder's to discuss ideas. The childminder has completed the Ofsted self-evaluation form which identifies her strengths and highlights areas for future development. She has fully addressed the recommendations raised at the previous inspection, including completing detailed risk assessments for outings. This helps to safeguard children and demonstrates her commitment to continuous improvement.

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. For example, the childminder has worked closely with parents to gather key words and learn how to pronounce them to support children with English as an additional language. She has a selection of questionnaires from parents and children which demonstrate how happy they are with the service she provides. For example, they state, that she 'goes the extra mile' and the service she provides is 'above and beyond expectations'.

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	EY331458
Local authority	Durham
Inspection number	878103
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	04/06/2009
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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