

Inspection date

12/07/2013

Previous inspection date

09/12/2009

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 demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- The childminder carefully observes children to assess what they can do and successfully identifies their next steps to take forward, to extend their learning opportunities. Consequently, children make consistently good progress in their learning.
- Children are motivated and show good levels of interest in their play. This is reflected in their positive behaviour and growing independence, which the childminder sensitively supports.
- The childminder is committed to continuous professional development and regularly reflects and evaluates her practice. Consequently, she has well-targeted improvement plans that take into account the views of parents and children.

It is not yet outstanding because

- There is scope to enhance opportunities for all parents to support and share information about their children's learning at home. Therefore, the childminder is unable to make full use of this information to maximise children's learning.
- Pictures and photographs showing familiar events and family members are not always displayed so the childminder can talk about these with the children to provide additional opportunities to enhance their rapidly developing communication and language skills.

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 and snack time inside and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including, the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector took account of views of parents provided in the recent questionnaires.

Inspector

Karen Tervit

Full Report

Information about the setting

The childminder was registered in 2003 on Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 15, 14 and 12 years in the Ingleby Barwick area of Stockton-on-Tees. The whole of the ground floor is used for childminding. There is a rear garden for outside play. The family has a dog.

The childminder visits local community activities, shops and the park on a regular basis. She collects children from the local school and pre-school. There are currently seven children on roll, three of whom 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 is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning
- expand on the opportunities to promote language and conversation, for example, by sharing photographs showing familiar events and family members and talk about them with the children.

Inspection judgements

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

The childminder is an experienced and enthusiastic practitioner who clearly enjoys spending time with the children. She has a good knowledge and understanding of the learning and development requirements. Effective arrangements are in place to gather plenty of information from parents about their children before they start attending. For example, the childminder has detailed chats with parents when children first start, as well as completing written 'All about me' sheets. This enables her to assess children's starting points in learning and discuss them with parents. The childminder successfully plans for each child's future development by routinely observing and assessing their progress

towards the early learning goals. She identifies their individual learning needs well and offers appropriate challenge and stimulation so that children continue to make good individual progress.

The childminder ensures activities are personalised towards children's interests. They demonstrate positive attitudes towards learning and are very keen to participate in all the activities on offer. For example, some children are very interested in the sand. The childminder builds on this interest by providing lots of equipment for children to use to make marks in the sand, as well as buckets and spades for them to dig in it. Children are constantly given meaningful praise and encouragement to 'have a go' and develop new skills. Consequently, older pre-school children develop skills such as dressing and undressing themselves. The childminder also skilfully supports younger children when they are unsure or uncertain about trying new things. For example, she encourages children initially reluctant to play on the trampoline to bounce with her, while still holding their hand and offering gentle reassurances.

Parents are aware of and are pleased with the progress their children are making. They comment 'the positive happy environment helps children develop in confidence and self-assurance'. The children's learning journey files are shared with parents and written information provides details of where their children are in their developmental areas. However, the childminder has not yet extended the opportunities further for all parents to share and contribute information about their children's learning and development at home. Therefore, she is not able to make full use of this information to inform her planning and maximise children's progress in their learning. The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. Their communication skills are fostered well through a wide range of activities, including songs and rhymes, resulting in children becoming competent speakers and listeners. There is a good assortment of books made available to children, effectively nurturing their enjoyment of the written word. However, displays and books do not yet include photographs of children's, families, friends, pets and favourite people. This means opportunities to help them develop their conversational skills even further are not always as well developed as possible.

Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder regularly attends toddler groups to help develop children's social and creative skills. She supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. For example, they successfully clamber on the large apparatus at the park, play with balls and delight in negotiating the obstacle course in the garden. Babies have lots of sturdy equipment to pull themselves up against both inside and outdoors. Children are given good opportunities to explore a variety of materials, such as gloop and paint. Young children concentrate well as they stack the plastic bricks, with the childminder successfully encouraging them to count to three and beyond. Consequently, children make good progress in all areas of their learning and are well prepared for the next stage of learning or for school.

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

The childminder has cared for 'families' of children for a number of years. Consequently, children form secure attachments with the childminder and are happy and content in her care. They benefit from consistent routines, that help them settle quickly and feel secure. For example, the childminder works closely with parents to ensure that she follows children's home routines. She is warm and attentive to children's needs, which fosters their emotional and physical well-being. The childminder is sensitive in her support of new children to her setting, offering lots of settling-in visits. Consequently, they part from their parents easily.

The childminder's home is highly organised and welcoming. Children benefit from the use of a designated playroom, as well as being able to use all of the downstairs rooms and rear garden, giving them lots of space to play and explore. The playroom is set up so children can independently access a wide range of toys and activities. These are stored in clearly labelled plastic boxes on open shelves, or attractively set out on the floor and include those which reflect positive images of difference and diversity. Consequently, children show a strong sense of belonging at the setting. They confidently explore their environment, showing high levels of interest in the resources provided. They eagerly seek the childminder's attention as they involve her in their play. For example, they sit in the outdoor tent with her and hold their arms up when they want picking up for a cuddle. Colourful educational posters are displayed, as well as children's artwork. Children respond well to the childminder's clear guidance and reassurance. The childminder models good manners to babies and children alike, saying 'please' and 'thank you' as she asks them to do things, such as tidying away resources so they do not trip over.

Children are encouraged to play harmoniously together and show care and concern for one another. The childminder sensitively supports them as they form friendships with their peers. She encourages them to play cooperatively, learn to take turns, share and compromise. She offers children meaningful praise for attempting to do things, such as feeding themselves or being gentle with the baby. This helps them behave well and develop skills to help as they move on to other settings. The childminder takes younger children to collect older ones from school and nursery. This helps children become familiar with staff and the building.

Children's health is well promoted. Children learn to manage their own personal hygiene as they wash their hands before they have their snack, or after using the toilet. Children enjoy a wide range of healthy snacks and meals, which takes into account their individual dietary needs. They learn about the importance of healthy eating, for example, through fun games with 'Charlie the Chef'. The childminder sits with them as they eat, encouraging their independence skills as they eat their food. Parents comment positively on how the childminder encourages children to eat more fruit. Daily opportunities are provided for children to benefit from playing in the fresh air and exercise. For example, they use the well-resourced garden area, have fun as they go for walks and clamber on the large equipment at toddler group. Children are learning to keep themselves safe. For example, they learn about road safety, stopping to look and listen for traffic before crossing the road. They practice the emergency evacuation procedure regularly, receiving colourful

certificates for exiting the childminder's home quickly and safely. Babies cooperate as they are securely fastened into their buggies. The childminder constantly reinforces important safety messages, such as not talking to strangers and making sure they wear sun cream on hot days.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is an experienced childcare practitioner who clearly delights in caring for children. She has completed recent safeguarding training. This enables her to have a secure understanding of child protection issues. Details of the relevant agencies to contact for support and advice are recorded alongside her policy and procedures. There is a detailed risk assessment in place and this is monitored to ensure safety is maintained at all times for the children. Other policies and procedures, records and documentation are well presented, easily accessible and reflect the childminder's efficient approach to her care of the children. She has a current first aid certificate, further protecting children in the event of a minor accident or injury.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. She carefully reflects on activities and uses this information, along with her secure knowledge of children's interests, to help with future planning. She supports children to take part in a good range of child-initiated and adult-led experiences, both inside and outdoors, which are interesting and varied.

The childminder is committed to offering good quality of care for the children and their families. She clearly reflects on her practice and has developed a detailed self-evaluation document. The childminder uses online resources and childcare publications to keep her practice up to date, as well as receiving some support from the local authority advisory team. Alongside this, she also shares good practice with other childminders, through the local network. She gains feedback from parents and children through daily conversations and written questionnaires to enable her to shape the service, which she provides, to the needs of the children currently attending. The childminder has a clear focus of helping children to make good progress in their learning and development, while having fun. She has worked hard since her last inspection, positively addressing the action and recommendations made. For example, written parental permission to seek any necessary emergency medical advice or treatment is now in place. This further safeguards children.

Relationships with parents are good, and the childminder keeps them fully informed on a daily basis of their children's progress and welfare. She regularly sends them picture and text messages, which they greatly appreciate. Feedback from the parents is very positive. Children who have very recently started to attend the local nursery are sensitively supported by the childminder, as she is developing strong links with the new provision. She has already shared her assessments of children's learning with them to support

continuity and progression in children's learning and development.

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	EY265924
Local authority	Stockton on Tees
Inspection number	819830
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	09/12/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

