

<b>Inspection date</b>	15/07/2013
Previous inspection date	14/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 has a good understanding of the learning and development requirements and provides many interesting and challenging experiences to support children's physical, social and communication skills.
- Children are happy and content and have established good relationships with the childminder and assistant. Children benefit from the kind and caring way they support them, which results in children feeling secure.
- Children move freely around the welcoming home, where space is organised effectively, creating a child-friendly environment. Regular checks are carried out on the home to enable the children to play, eat and rest in safety and comfort.
- The childminder has developed positive partnerships with parents and other early years providers. Information is regularly shared to ensure continuity of care and learning between home, other settings and the childminding environment.

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

- There is room to develop self-evaluation further, so that timescales identify how and when areas for improvement will be achieved, to ensure sustained improvement over time.

## 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 home.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector looked at children's development records, evidence of first aid training and a range of other documentation.
- The inspector took account of the views of parents that they provided for the inspection.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who also works as her assistant and their six-year-old child in a detached house in the Tunstall Heights area of Sunderland. The whole of the ground floor, the first floor playroom and bathroom are used for childminding. The family has two dogs and a rabbit.

The childminder attends toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 15 children on roll, of whom six are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 8.30pm on Tuesday and Wednesday and from 7am until 6pm, Monday, Thursday and Friday, except for 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:

- develop self-evaluation further to identify how and by when areas for improvement will be achieved, to ensure sustained improvement over time.

## 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. They make good progress in all seven areas of learning as a result of the support offered by the childminder and assistant. They know the children in their care extremely well and demonstrate a clear understanding of children's stages of development through the experiences that they provide and how they interact with them. Observations take place continually and the childminder transfers them to a development record for each child, where she links them to the areas of learning and development and notes what the next step will be. From this, she plans activities to extend children's learning, which ensures that they are continually challenged in their development.

Children are very settled with the childminder and assistant. They stay close to their side during activities, as they use them as a secure base from which to explore independently.

Children's speaking skills develop as the childminder and assistant chat to them during their activities. They use appropriate questions that encourage children to think about their answers and they start to talk about events and people that are not present. For example, children recall that Daddy likes to use the lawnmower. Planned activities, such as decorating biscuits, focus on areas of learning and development for individual children. Children enjoy the experience of squeezing the coloured pens that they decorate the biscuits with. They are encouraged to identify the colours they are using as they gradually develop their understanding. They distinguish between some of the marks that they make, saying they have drawn some eyes and a mouth. Number is incorporated into everyday activities. For example, children are asked how many coloured pens they are holding and respond that they have two. Problem solving skills are promoted through wooden jigsaws. Children attempt to fit the pieces into the right slots, receiving praise for their efforts, which encourages them to try again. They are supported to become familiar with how technology works. Children play with musical toys, where they press a button or push it along to make it work. Resources include everyday items, such as a torch that they know works when they press a button. Children begin to make-believe as they play with resources. They ask for the dolls and use a baby carrier for them and play with a doctors set. This helps the childminder and assistant to gain an understanding of their interests.

The childminder keeps parents well-informed about their children's day. She talks to them when they collect their children and writes a detailed daily diary for parents of babies. The childminder involves parents in children's learning. She lets them know when she has added any new observations to their children's development record and parents can take it home to have a look and add their own comments. This encourages them to continue children's learning and development at home. Parents also let the childminder and her assistant know what their children have been involved with at home, which keeps them informed about children's current interests.

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

The childminder and assistant develop strong and positive attachments with children. Children access a five hour settling-in period, which helps the childminder and assistant get to know the child and for children to become familiar with them and their home. Parents complete a form about their children's needs and also discuss routines, which the childminder and assistant incorporate into their care of the children. This all ensures a smooth transition from home to their care. Praise and reassurance are used effectively by the childminder and assistant to help raise children's self-esteem. Children respond to appropriate boundaries, with encouragement and support. They are keen to help tidy up when they have finish decorating biscuits. In particular, they enjoy cleaning the table and squeezing the sponge in a bowl of water, observing the bubbles that appear. Children learn how to keep themselves safe. For example, the childminder talks to them about why they should not stand on the furniture and what the consequences could be, such as a bump.

The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional

well-being. Resources are set out each day in the living room dependent on the children's ages, stages of development and current interests. Further resources are easily accessible and they swap resources with other childminder's in the area. This ensures that they remain stimulating for children. Children have plenty of space in the home for their activities. They make their own choices about what to play with, which develops their independence. Children use the back garden and visit the park, where they use age appropriate equipment, such as a slide, to develop their large muscle skills. Outings into the local environment, such as a visit to the local beach, help children learn about the world around them. They find seaweed and examine the different textures and compare it to how the rocks and water feel.

The childminder and assistant are very vigilant about children's dietary needs, ensuring that they are not given any foods that they are allergic to. They develop children's understanding of healthy eating, as they ask what they would like for snack. They talk to them about the different foods. They encourage children to smell them and develop their understanding of how to care for their teeth through brushing. They give practical examples of this by showing children that they brush the dogs' teeth. The weekly menu is displayed in the hallway, which keeps parents informed about what their children will be offered to eat that week. Working in partnership with parents, the childminder develops children's understanding of self-care routines. This results in children who are familiar with hand washing and nose wiping routines and they develop an understanding of when they need the toilet.

The childminder has a good knowledge of how to prepare children for a transition to another setting and works with other providers, who deliver the Early Years Foundation Stage. For example, she exchanges good quality information with the nursery that children attend, which ensures children are fully supported in their learning and development.

### **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 all children. For example, there are robust policies and procedures for safeguarding and meeting children's welfare needs. The childminder is aware of what to do and who to contact if there are any safeguarding concerns and she checks the assistant's understanding of the procedures she would follow should she have any concerns. The childminder carries out regular appraisal meetings with the assistant, where they discuss her strengths and if there are any areas for development. This helps the childminder to identify any suitable courses that the assistant can attend to ensure continual professional development to raise the quality of care that children receive. Actions raised at the last inspection have effectively addressed to improve children's care and welfare. For example, a record is maintained of children's attendance, which demonstrates that the correct adult to child ratios are maintained, to ensure children's safety needs are met.

The childminder has a secure knowledge and understanding of how children learn. She

has a tracking sheet that covers all the areas of learning and development, which she highlights to show where children have achieved. This clearly shows if there are any delays or gaps in their development. The childminder is sensitive to dealing with any gaps in children's learning that she may identify and has clear procedures to involve parents and other professionals. She considers some areas for future development, such as courses that she would like to attend. However, the childminder has not considered how she will achieve this and the timescales involved to ensure sustained improvement. The childminder involves parents in her self-evaluation processes, as she asks them to complete a questionnaire soon after their children start. This gives them opportunity to raise any concerns that they might have or to make suggestions for improvement.

The childminder works positively with parents, creating professional yet supportive relationships to provide consistent and continuous approaches for the individual children in her care. Parents are kept informed about any changes in legislation and what is required as a registered provider through newsletters. This ensures they are kept fully informed about how the setting is run. Parents left written comments for the inspection, stating they are very pleased with the care, learning and development that their children receive. That they have no problems or concerns with the service and state that children are stimulated and entertained.

### **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
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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>	EY314153
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	894276
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/11/2012
<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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