

Inspection date	05/07/2013
Previous inspection date	13/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder shows a strong understanding of how to successfully promote children's learning and development, consequently, children make good progress in their time with her.
- The childminder is highly skilled at extending children's development through worthwhile spontaneous activities that suit the way that individual children learn best.
- Very good partnerships with parents have been established which ensures that they are valued and they continually receive good information about their child's development. This successfully encourages them to support learning at home.

It is not yet good because

- Procedures to deal with emergency situations, such as assistants being absent, are not always secure enough to ensure that children consistently receive the high levels of individual attention they are used to.
- Records of attendance are not always consistently maintained to safeguard the care of the children.
- Hazards in the garden are not all robustly identified to continually protect children from risk.
- There is further scope to extend opportunities that help children's understanding of measure.

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 dining room and garden.
- The inspector looked at children's learning journal records, a selection of policies and children's records and discussed a joint observation with the childminder.
- The inspector took account of the views of parents through written comments on the day and letters received after the inspection.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Julie Larner

Full Report

Information about the setting

The childminder was registered in 2012. She is 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 eight months in a house in Spennymoor and uses the whole of the ground floor, the first floor bathroom and the rear garden for childminding. The family have a pet rabbit.

The childminder works with an assistant. She collects children from the local schools and pre-schools. There are currently 14 children on roll, eight are in the early years age group who attend for a variety of sessions and six are school-age children who attend before and after school. She is open all year round from 7am to 5pm 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 procedures for emergency situations, such as assistants being absent, are robust and continue to meet the children's individual needs
- ensure that visual risk assessments for the garden are robust and identify how any risks will be removed or minimised to promote children's well-being
- ensure that a daily record is consistently maintained of the children's hours of attendance to ensure their safety at all times.

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

- enhance the educational programme for maths by; providing freely available objects of various textures and weights to excite and encourage children's interests.

Inspection judgements

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

Children make good progress in their learning and development. The childminder knows the children very well. She clearly knows their interests and focuses on supporting their progress in all areas of learning and development through considering their next steps.

Parents are successfully involved in this process to ensure that their views of areas to focus upon in their child's learning are truly valued. Regular exchanges of information between the childminder and parents, such as summary reports, ensures they are fully updated about their child's progress and can help further develop their child's learning at home. The childminder collects detailed information from parents when children first start to attend and makes good use of this to plan activities that capture the children's interests. Planning covers all areas of learning to ensure that children receive a broad and varied range of activities and experiences to support their development in the prime and specific areas. Regular observations of what children can do are continually completed. This ensures that the childminder can assess the support or challenge that each child needs to move them forward in their learning. Clearly displayed written plans ensure that all adults working with the children share a consistent approach to each child's learning.

Learning is introduced in a fun and stimulating way. For example, new colours are introduced and focused on as children visit the fancy dress shop where they buy a different coloured balloon each week. The childminder successfully prepares children for their move to nursery or school. She incorporates short circle times into the routine of the day where children learn to listen to others and share their ideas in preparation for skills they will need at nursery. The childminder shows a very good understanding of children's individual learning styles, for example, she knows how to promote counting in a way that is fun and exciting for boys. She understands one child's reluctance to show their counting skills, which are particularly advanced, so uses sheets of stretchy material to bounce teddies up and down to test how much he knows.

The childminder is committed to ensuring that children learn in a way that is fun, which motivates and enthuses them. She shows a strong understanding of the learning and development requirements of the Early Years Foundation Stage. Children are highly engaged in planned and spontaneous activities and the childminder skilfully ensures all ages of children are included. Children's communication skills are well developed and successfully supported by the childminder. She introduces new words and encourages children's recognition of phonic sounds, which further prepares them for their move to school. Children enjoy looking at books. They carefully help to turn the pages and the childminder extends their critical thinking skills by encouraging older children to think about what might happen next. Children have plenty of time to explore outdoors and extend their understanding of the world. They grow, care for and water sunflowers that they have planted and talk about what has happened to the seeds and how 'big' the plants are. Many visits to attractions, such as the farm, worthwhile visits to shops and trips to the library, allow children to explore and learn about their local community.

Children's creativity is securely valued. Children enjoy exploring materials, such as dough, where they use rollers, cutters and knives, which helps refine and develop their fine motor skills. They have great fun creating a 'band' with pots, pans and wooden spoons to explore sounds and rhythms. Spontaneous activities help to develop children's knowledge of mathematics. Children sort, count and match coloured items confidently. However, there is some further scope to provide even more freely available resources that allow children to extend their mathematical understanding of measure further.

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

Children have developed very strong bonds with the childminder. This results in them feeling a strong sense of belonging in her care. They confidently approach her for support and reassurance, showing that they feel safe, secure and comfortable in their environment. The childminder collects a wealth of good information from parents when their child first starts to attend. Routines are well documented for younger children, which ensures that she can consistently follow their familiar patterns. This helps children to settle quickly and makes the move from home to the childminder's care comforting and easy for each child. Children have access to a wide range of good quality resources that are easily accessible in labelled boxes. While promoting recognition of letters to help their early reading skills, this also means that children are confident individuals who easily make choices and decisions about what they want to do.

Children, mainly, learn about how to stay safe through practising regular fire drills and sensitive reminders from the childminder. For example, she talks to them about needing to stay still when they are putting on sun cream to go into the garden. The childminder completes comprehensive written risk assessments for all outings, which ensure that children remain safe on visits. The childminder is vigilant to ensure she successfully eliminates some risks outdoors, for example, by making sure that she clears cat faeces in the garden to protect children's welfare. However, visual risk assessments and the removal of consistent hazards in the garden, such as a jagged wooden stump, are less successful. This poses a risk to children's safety and does not meet the requirements of the Early Years Register and Childcare Register.

The childminder provides a positive role model for the children she cares for, consequently, children behave well in the setting. She treats children with respect by thanking them for sharing with other children, which encourages them to take turns. She supports younger children to sort out their disputes as she reminds them to be kind to their friends. This results in children being aware of the effect their behaviour has on others and promotes their social and emotional development well.

Children have good physical skills. They have ample opportunities to play outdoors and benefit from fresh air on a daily basis. The childminder consistently provides challenge for children as they gain increasing control over their bodies. She sets up obstacle courses and cones in the garden, which results in them developing good balancing skills and the ability to confidently dribble balls through small spaces. This all contributes towards helping them understand about how to lead a healthy lifestyle. Parents provide packed lunches for the children and the childminder talks to them about foods that are good and bad for them, which extends their understanding of healthy options. Children independently wash their hands at appropriate times, which ensures cross infection is minimised and their good health is promoted.

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

The childminder shows a good knowledge of the learning and development requirements and promotes these well in her practice to ensure that children continue to make good progress in their learning. Continually reflecting on her plans and observations, she ensures that children receive a broad and balanced curriculum that promotes their learning in both the prime and specific areas. Assessment of children's learning is achieved through identifying their next steps to ensure that they receive a challenging experience, which helps them move forward in their learning. The previous inspection for the childminder's provision was only a very short time ago, she has begun to consider using tracking documents to further develop the good system she has for monitoring the progress children are making towards the early learning goals.

The childminder shows a secure understanding of the welfare requirements and, mainly, meets these through following clear written policies to ensure that her setting runs smoothly and promotes children's well-being. The childminder does not care for children overnight, however, if she did in the future she has a clear understanding of how she would maintain a comfortable environment that would meet their individual needs. Equipment both indoors, and outdoors is continually well maintained to ensure that it does not pose a risk to children and they remain safeguarded. However, requirements relating to the risk assessment of the garden are not sufficiently robust, which impacts on the children's safety and welfare. Although, the childminder uses an assistant to ensure that children receive lots of support for their learning and development, procedures in the event of an emergency situation, such as the assistant being ill, are not fully robust. Therefore, they impact on children's welfare as numbers of children cared for may be exceeded. Additionally, records kept about hours that children attend the setting are not always updated on a daily basis to show when they have attended. This does not meet the requirements of the Early Years Register and the Childcare Register, although there is no direct impact on children's care. The childminder shows a very secure understanding about child protection as she has considerable experience in this area from her previous profession. She follows a written policy and is highly confident about the procedures that she needs to follow if she has a concern about a child in her care. This results in her being able to effectively safeguard children from abuse.

Parents are highly complimentary about the standard of the care and learning opportunities their children receive from the childminder and her assistant. They comment that children's interests are always a 'top priority', that children 'come home at the end of each day with beaming smiles on their faces with bags full of the products they have made'. They are involved in 'stimulating and exciting activities' and parents say that they are 'delighted with all aspects of the service, which often exceed our expectations'. They are 'very happy with the care, love and attention' their child receives. Parents are continually updated through regular exchanges of information on both a formal and informal basis, which ensures they are successfully kept informed of their child's progress and welfare. Partnerships with others who provide the Early Years Foundation Stage are securely established, which results in children benefitting from a continuous learning journey between the settings. The childminder is aware of the need to complete the 'progress check at age two' and will use this information to provide any further support to help children's development. She does not currently care for any children needing additional support, however, she is well aware of how she would work in partnership to help children achieve their full potential.

The childminder employs an assistant who holds a relevant qualification and she conducts regular supervisions and appraisals to monitor her practice and development. The childminder and her assistant show a continuous determination to improve the service they offer. Regular training courses are completed in several different areas of practice, this in turn, benefits the care of the children. Parents are encouraged to evaluate the service that is offered. They contribute to regular questionnaires, which the childminder then considers to further improve her practice. The childminder is clearly aware of the strengths and areas she wishes to improve in her practice, which focus on what will benefit the care and education of the children most.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (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

Unique reference number	EY445380
Local authority	Durham
Inspection number	923418
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	13/11/2012
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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