

Inspection date

Previous inspection date

19/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 welcoming, exciting and stimulating environment and the childminder's friendly approach help children to settle and enjoy their time in his care.
- The childminder has a very good understanding of how children learn, which ensures that each child is fully supported in making good progress in their learning and development.
- Very good relationships with parents have been formed. The childminder shares and exchanges information about children's care on a daily basis, to ensure their welfare needs are well met.
- The childminder demonstrates a good understanding of his responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation, including policies and records.
- The inspector observed activities and spoke to the children.

Inspector

Eileen Grimes

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and three children aged 13, nine and six years in a house in the Ingelby Barwick area of Stockton and uses the whole of the ground floor and the rear garden for childminding. The childminder co-minds with his wife.

He attends a childminder group and the local children's centre. He visits the local shops and park on a regular basis. He collects children from the local schools and pre-schools.

There are currently three children on roll, two are in the early years age group who attend for a variety of sessions. He is open all year round from 7am to 7pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the learning and development requirements and how young children learn. He uses the settling-in process to obtain detailed information from parents about their child's learning, care and daily routine. He also observes children when they start, to gain additional details of their starting points in each area of learning. The childminder uses various documents and guidance to build a picture of children's abilities. He uses this as a tool to assess and plan children's next steps in development across each of the areas of learning. He uses this knowledge to aid his planning and further support children in making good progress in their learning and development and to help prepare them for school when the time comes.

The childminder encourages children to make choices within their play and responds to what they want to do. He recognises the short concentration span of younger children and responds well to this, readily changing or extending activities. The childminder provides a

varied range of resources, many within easy reach, allowing children to choose their toys. He fosters young children's communication and language development well and, as a result, children communicate their thoughts and ideas with increasingly clear pronunciation. For example, the childminder promotes conversation during sand play. As they build sand castles, the childminder introduces various diggers and look at ways they move in the sand and how they dig, introducing concepts such as 'high, low, scoop'. The childminder provides lots of resources and activities to extend children's use of language and mathematics and, as a result, children can describe many colours, numbers, positions, shapes and sizes. Children, through the use of the many interactive toys available, listen to sounds as they press buttons, turn knobs and play with a wide range of musical instruments. This helps children begin to develop an understanding of how things work. There are a wide range of books available for children to freely access, to encourage their understanding and appreciation of books.

Children enjoy each other's company as they play together. The childminder encourages children's personal, social and emotional development. He values children's interests through encouraging their choices and responds to their ideas and interests. For example, children talk about activities from the previous day, and activities are still available to ensure children can continue with these if they wish, such as making the letter tree. This engages the children on arrival and helps them to settle and feel secure. The childminder provides children with daily opportunities for energetic play, encouraging young children to play outdoors, and he attends various groups in the locality. In addition, he plans interesting and stimulating outings on a regular basis and children learn about other cultures as they spend time in the local community.

Parents are kept well-informed about all aspects of their child's care. There is a detailed noticeboard, which includes a range of materials and information, ranging from certificates and menus to ideas on how to extend children's activities at home. This ensures that parents are kept extremely well-informed about, and involved in, their child's care and education.

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

The childminder provides a warm, welcoming and friendly environment for all children. Good settling-in procedures allow him to get to know each child and this supports them in becoming familiar with the childminder. He encourages their independence so they can take a role in routines and play activities. For example, children are encouraged to dress independently to go outdoors and help to tidy away toys. His use of praise and encouragement enables children to develop very high levels of self-esteem. As a result, children are becoming more independent and have an ability to manage their own behaviour. They are also encouraged to use good manners, with prompts to use 'please' and 'thank you'. The childminder has introduced a star chart system for various issues. This links to the local school approach to behaviour management and, therefore, ensures that when children start school they understand this system.

Parents share information about children's routines, which are consistently followed by the

childminder to help children develop a sense of belonging and to promote continuity of care. As a result, children are gaining a sense of security. Children have built close attachments and bonds with the childminder and are supported appropriately to develop, learn and be ready for the next stage in their learning. This also means they are prepared for their future learning and eventual transition into school. Children benefit from the childminder's good support to learn about how to keep themselves and others safe. The childminder has procedures in place for fire drills, and his risk assessments cover all potential hazards. For example, children are taught and know how to use the stairs safely.

The childminder recognises the benefits for children of having fresh air and access to natural environments, with plenty of space for play and exercise. As a result, he ensures that children have daily access to outdoors. This means their physical development is promoted well as children can walk and run in space. The childminder fosters children's social development through discussion and encourages them to share toys with each other and to help tidy up after their play. Children are provided with a healthy diet and are encouraged to have good regard for their personal hygiene. The childminder provides a varied range of healthy meals and snacks, which are freshly prepared. These are served to children in a social setting to allow them to enjoy their meals together and develop good social and interpersonal skills.

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

The childminder has a clear understanding of his responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. His understanding of how children learn enables him to plan for each child's individual learning needs. As a result, he consistently plans activities that cover all areas of learning, which support and enhance children's skills. He monitors the activities he provides, including their success and children's enjoyment, and makes necessary changes to bring about improvement. He is committed to his role and is providing children with good levels of care and a good quality of teaching. He evaluates his practice well and intends to extend his knowledge through attending training and continuously looks for areas for improvement.

The childminder has written policies, which inform parents of his responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. He demonstrates a professional understanding of the child protection procedures, including how to respond and who to contact if he has a concern about a child or an allegation is made. The childminder effectively risk assesses both his home and the venues used for outings, so that hazards are minimised for children. He has a secure knowledge of the required ratios and how to supervise children to maintain their safety.

The childminder establishes extremely positive partnerships with parents and fully understands the value of working closely with other professionals. He has procedures in place to ensure that other early years settings share information regarding children's progress to ensure he can complement the care and education offered. However, partnership working with all settings is not fully embedded in order to ensure children's

learning is always fully complemented. The childminder has detailed discussions with parents at the start and end of each day. They can choose if they would like written daily diaries, which include accounts of their child's day. In this way, communication with parents is well-established and promotes the needs of the children.

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	EY459547
Local authority	Stockton on Tees
Inspection number	904421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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

