

Inspection date

Previous inspection date

22/07/2013

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

- Children develop close relationships with the childminder and her family. As a result, they are happy and confident in her care and feel emotionally secure.
- Children have good opportunities to play outside throughout the day, which means they benefit from lots of fresh air and physical exercise. This plays a significant part in keeping them healthy.
- The childminder successfully plans and resources a challenging environment to support and extend children's learning so that they remain actively involved in their play and motivated to learn.
- Children are cared for in a safe and secure environment. This means they are kept free from harm and can move about freely.

It is not yet outstanding because

- The outdoor area has fewer exciting opportunities for children to investigate the natural world with particular regard to the weather, planting and growing, in order to make observations and talk about changes.
- Children do not have consistently rich opportunities to use materials to make marks and develop their writing skills during outdoor play.

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 arrived at the setting, she had a tour of the premises and observed children playing in the living room and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning records, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through information provided in letters.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and two years in Hartlepool. The whole of the ground floor is used for childminding and the rear garden for outdoor play.

The childminder attends a childminder group and the local children's centre. She visits the local park on a regular basis. There is currently one child on roll in the early years age group who attends for a variety of sessions. The childminder is open all year round from 7am to 5.30pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- provide children with even more opportunities for investigations of the natural world in order to make observations and talk about changes in the outdoor environment
- enhance the opportunities for children to make marks and use writing in the outdoor environment.

Inspection judgements

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

Children are very happy and settled in the warm and welcoming environment. The childminder has a good understanding of how young children learn and develop. She carries out regular observations and assessments and uses this information to plan for children's individual learning. The activities she provides are well-planned, tailored to children's interests, and enable them to learn in different ways. This means they make good progress towards the early learning goals and are well-prepared to move on to school when the time comes. For example, the childminder knows one child is particularly interested in farm animals and the sounds they make. She arranged a visit to the local farm to develop the interest further. This enabled the child to see and touch real farm animals and listen to the real sounds they make. This supports children's interest and makes learning fun while stimulating their thirst for learning. The childminder enables children to initiate their own play and to learn for themselves. For example, children have independent access to a wide range of resources both indoors and out. Young children enjoy climbing, crawling and riding bikes in the garden. She talks to them about taking

turns and children patiently wait their turn for the swing. However, children have few opportunities for investigations of the natural world in order to make observations and talk about changes. For example, studying how the wind moves objects or how plants grow.

Children are able to access a wide range of books independently and also enjoy sharing stories with the childminder. She uses stories to teach children new vocabulary. The childminder repeats new words so young children can explore and imitate sounds, such as the names of different animals. She repeats the words clearly and gives young children time to respond, correcting the wrong names and repeating the right names of the animals. The childminder also claps and cheers to praise children for their efforts. All of which helps to develop children's early communication, language and literacy skills very well, helping to prepare them for the next stage in their learning and development. Children eagerly join in with familiar number rhymes and action songs. The childminder models counting as they all count their fingers ready to sing their favourite number songs. This helps to develop children's early mathematical skills and develops their awareness of number names. However, opportunities for children to represent their ideas and experiences are not consistently available in the outdoor area.

The childminder works very well with parents to support them in promoting their children's learning at home. For example, she informs them of children's current interests, such as animals and the noises they make. She encourages parents to practise at home with their children, to promote their early language skills. This means that parents are constantly supported in guiding their children's learning at home.

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

The childminder gives high priority to making children's transition into her care a pleasant experience. For example, parents are asked to complete a comprehensive 'all about me' form for their child. This includes questions about their child's routines, likes, dislikes and prior learning. This means the childminder is fully informed of children's individual needs and parents' requests. This enables children to develop close and trusting bonds with her, and gives them emotional security and stability. The childminder gives high priority to helping children learn about keeping themselves safe. For example, she talks about not standing near the swing when other children are playing. She teaches children about road safety when out in the community. Children hold the childminder's hand and stop and look for cars and buses before crossing the road.

Information sought from parents ensures that their children's home routine and dietary needs are effectively followed. Therefore, children use age-appropriate utensils, such as beaker cups for children under two years, to promote their independence. Children consistently access outdoor play on a daily basis for fresh air and exercise. This means that their health is very well-promoted. As a result, children enjoy playing with the football, climbing steps and bouncing on the trampoline. Further to this, well-balanced home-cooked meals and healthy snacks are regularly provided to support children's well-being. Regular daily feedback is given to parents at the end of each day. This includes children's nappy changes, meals eaten and activities played. This means that parents share in their children's day.

Children regularly visit the local toddler groups with the childminder, which builds children's self-confidence and encourages them to engage in activities to develop their social interaction. This helps to prepare them for making the transition to nursery in the future. The children use the space and the good selection of resources and equipment to extend their learning experiences, because they are motivated and interested in what they do. They begin to learn the expectations of the setting and the childminder's gentle guidance and encouragement helps them to behave well. The childminder also provides lots of praise and encouragement, which promotes children's self-esteem and confidence.

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

The childminder manages her service efficiently. She has clear policies and procedures in place to show how this operates, and she keeps all necessary documentation up-to-date and stored securely. This ensures confidentiality is maintained. The childminder ensures children are cared for in a safe and secure environment and she fully understands her responsibilities in terms of safeguarding issues. The identification of any visitors is thoroughly checked and doors are locked at all times, which mean there is no unauthorised entry to the premises. This further protects children and keeps them safe. The childminder has a very good understanding of her role and responsibilities in safeguarding children. She has a secure knowledge and understanding of child protection issues, including procedures to follow in the event of a concern.

Partnership with parents is good. The childminder offers parents information in an introduction pack. The daily diaries offer a regular two-way flow of information that enable parents to comment on changes to their children's needs or activities they have done at home. The children's learning journals are accessible at any time for parents and they are encouraged to regularly discuss children's progress. Parents comment very positively about the care their children receive and the progress they are making. For example, parents comment that they are extremely happy with the care their children receive and the great progress they have made whilst with childminder. They also comment that she is always welcoming, home is clean and she is well-organised.

The childminder is keen to develop the service she provides. She works closely with other childminders and attends relevant training to develop her already good knowledge and skills. The childminder constantly monitors and evaluates her provision, including the educational programmes, to identify clear targets for future development. This ensures children benefit from a continually improving provision, which meets the requirements of the Early Years Foundation Stage. Children do not currently attend other early years settings. However, the childminder has a good understanding of working with other agencies to support children's development so their learning needs continue to be effectively met.

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	EY458888
Local authority	Hartlepool
Inspection number	905583
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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

