

Inspection date	29/07/2013
Previous inspection date	09/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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's warm interaction with the children ensures they feel secure and happy. Children are confident and self-assured as they have good relationships with her.
- The childminder completes regular observations of the children to assess what they enjoy and achieve in order to take them forward in their learning. This results in the children consistently making good progress in their development.
- Good standards of cleanliness are maintained in the childminder's home and children are offered nutritious snacks and drinks. Consequently, children's health is promoted.
- All documentation required to safeguard children's welfare is in place and is kept in an organised manner.

It is not yet outstanding because

- Arrangements are not fully in place to give parents and other early years providers opportunities to contribute information about what children are learning at home, nursery and school so the childminder can take this into account when planning her activities and further extend children's learning.
- There is scope to provide opportunities for children to move freely between the indoor and outdoor environment to enable them choose where they wish to play and benefit further from playing in the fresh air.

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 and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including children's records and the childminder's certificates.
- The inspector viewed the premises, toys and equipment.
- The inspector took account of the views of parents expressed in written form.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son in a house in Stockton on Tees. The family has a dog and two guinea pigs.

The whole of the ground floor and the first floor bathroom and rear bedroom are used for childminding. There is a rear garden for outdoor play. She visits the local shops and park on a regular basis. She collects children from the local pre-schools.

There are currently 11 children on roll, of whom five are in the early years age group. Children attend for a variety of sessions. The childminder provides care all year round from 6am to 7pm, seven days a week.

What the setting needs to do to improve further

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

- extend opportunities for children to play in the fresh air and make choices about where they wish to play. For example, enable them to move freely between the indoor and outdoor environment
- strengthen the partnerships with parents and other providers of the Early Years Foundation Stage so that information about children's development is shared with others. Use this shared knowledge to plan together and think through ideas about how to move children forward in their learning.

Inspection judgements

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

The childminder knows the children in her care well and is successful in meeting their individual needs. She provides a well-resourced and stimulating learning environment where children make safe choices in their play. She observes children to understand and consider their current interests, development and learning. This enables her to then plan for the next steps in their learning. She uses a tracking sheet to monitor children's development across all areas of learning to help her identify any areas where children may need additional support. The assessments records show that children are making good progress in their learning and development.

The childminder successfully helps children to acquire the skills, attitudes and dispositions they need to be ready for school. Children have a wide range of toys and resources to choose from that are all in good condition. These include resources to support children's understanding of diversity and the wider world as they play. The childminder provides a wide range of interesting activities that she knows children enjoy and adapts these so all can join in. She supports children appropriately while they play and learn. For example, she asks them questions to make them think and encourages them to try things for themselves, while stepping in to support so they do not become frustrated. She supports their communication and language by speaking clearly to them and repeating words so they hear them correctly. She arranges fun activities, such as 'hook a duck' to help children with their number recognition whilst having lots of fun. Children are given time and space to play independently, and the childminder takes care not to constantly interrupt their play. As a result, children make their own decisions and explore and investigate. The childminder ensures there is a good range of books readily available to children which they are encouraged to look at by themselves and with her as she reads them stories. This helps them to develop their early reading skills.

The childminder talks to parents about their children's ongoing development and shares photographs of their children involved in a variety of play situations. However, as yet, parents are not always encouraged to share information about what their children do at home so the childminder can take this information into account when planning her activities to fully extend children's learning.

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

The childminder provides a warm, welcoming, safe and stimulating environment for children in her care. She works closely with parents, finding out about children's routines, likes and dislikes to help children to make the transition from home to her care smooth and trouble free. Children are obviously happy in her care and show the childminder much affection. The childminder has developmentally appropriate expectations for good behaviour. She gets down to children's level when speaking to them, explains things to them and respects their choices. As a result, children know what to expect and their behaviour is good. As they get older, they say 'please' and 'thank you', welcome visitors politely and respond well to requests, such as helping to set the table for lunch. The childminder talks to them about safe practice, such as road safety and she includes them in emergency evacuation drills. Consequently, they have a growing understanding of how to keep themselves safe.

The childminder encourages children to have a go at doing things for themselves. For example, even the youngest are encouraged to feed themselves and to try to put on their own coats and shoes. This contributes to children becoming independent in readiness for school. The childminder teaches children about the importance of being kind to each other and sharing. She arranges activities during school holidays that all children can participate in together. Children form good relationships with their peers and show that they enjoy each other's company.

The childminder promotes children's good health and self-care well. Her home is clean and well maintained and effective routines are followed to prevent the risk of cross infection. She teaches children about the importance of washing their hands before eating and if they have handled the pet guinea pigs. The childminder offers healthy food at meal times so children gain an increasing understanding about nutrition. Attractive posters showing fruit and vegetables are displayed. These capture children's interest and they discuss with the childminder their likes and dislikes. The childminder ensures children have daily opportunities to benefit from the fresh air. She takes them to the park and provides a good range of equipment in her garden to promote their physical development. However, there is scope to provide children with the opportunity to move freely between the indoor and outdoor environment so they are able to choose where they wish to play and benefit even more from playing the fresh air.

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

The childminder successfully meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She completes up-to-date training for child protection and has clear procedures in place to follow should she be concerned about a child in her care. A record is kept of potential dangers in her home for when she takes the children on outings and appropriate steps are taken to minimise any hazards. Informative policies are in place and documented. The childminder follows these to support the safe and efficient management of the setting. They are shared with parents and reviewed regularly to ensure they reflect her practice. All required records are in place and are kept in a well-organised manner. For example, children's personal details are clearly recorded and an accurate daily record is kept of children's attendance. This ensures that children's safety and well-being is fully promoted. The childminder is also clear about her role and responsibility in delivering the learning and development requirements with regards to the children currently in her care. She has worked intensively since her last inspection to raise her understanding and now has clear processes in place to monitor the educational programmes and children's development.

The childminder has acted quickly and thoroughly since her last inspection to make the necessary improvements to ensure she meets the legal requirements of her childminding registration. She has a very positive attitude to development and works closely with her local authority advisors, valuing their input and acting promptly on identified areas for development. Actions made at the last inspection are met and have a positive impact on children's welfare. She reflects on, and evaluates her practice using parents and children's views to help to shape the provision and is clear about the areas she wants to develop.

The childminder has positive relationships with parents. Written feedback provided by parents indicates that they are very happy with the childminding provision. Daily verbal exchanges of information with parents ensure a consistent approach to meeting the children's needs. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage. She shares information verbally on a

day-to-day basis but this is more in relation to children's care needs than their progress and achievements. Therefore, there is capacity to enhance these partnerships to further support children's ongoing learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY423964
Local authority	Stockton on Tees
Inspection number	902665
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	09/01/2013
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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