

<b>Inspection date</b>	15/07/2013
Previous inspection date	21/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children take part in a good range of well planned, adult-led, educational and fun activities which are incorporated into their day and support their learning successfully.
- Children's overall well-being and care is very well supported. They have strong relationships with the childminder, therefore they are very settled, happy and feel safe and secure.
- The childminder is dedicated to her role. She is proactive as she updates her knowledge by attending regular training and maintains excellent documentation, which supports her practice very well. This ensures that children's care, safety, learning and development is effectively monitored.

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

- The childminder does not always make full use of the outdoor environment by using additional resources, to give children further opportunities to explore living things and to enhance their rapidly developing learning about the natural world.

## 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 held discussions with the childminder at appropriate times throughout the inspection and interacted with the children.
- The inspector observed routines and activities in the main room, kitchen and the outdoors and conducted a tour of the premises.
- The inspector viewed a sample of documentation, including policies, children's diaries, information and learning files, the childminder's training certificates and letters and questionnaires from parents.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

The childminder was registered in 2010. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Sunderland, Tyne and Wear. The whole of the ground floor, a bedroom on the first floor and the rear garden is used for childminding. The childminder attends toddler groups and visits the park on a regular basis. She collects children from the local school.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a relevant childcare qualification at level 3.

### What the setting needs to do to improve further

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

- enhance the use of the outdoors so that children have rich opportunities to investigate the natural world and observe things closely through a variety of means, such as by using magnifiers and trowels and encourage them to take care of living things, such as plants.

## Inspection judgements

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

The childminder's planning is flexible. It is based around various weekly activities in the home and children's interests. Planning also includes regular outings to toddler groups, the park and lake and children also take part in fund-raising events. This means that the childminder plans activities and outings that keep children occupied and happy and helps them to socialise with others. Her planning documents also show how activities link to the seven areas of learning. This means that all the educational programmes are covered well and enable children to make good progress. A good focus is placed on promoting the three prime areas of learning, which ensures that children have a firm knowledge base which they can build on and learn new skills to support their future learning. The childminder also displays posters at children's level, which include colours, shapes, numbers and letters. This provides good talking points for young children, which also helps them to move on in their development and to be ready for the next stage in their learning. The childminder's tracking documents and areas for next steps in children's learning are clearly documented to show how they make good progress. She also focuses on areas of learning where she feels children may need more support in conjunction with

the parents, such as promoting language skills further. The childminder ensures that she is always down at the children's level, she offers close eye contact and repeats words and phrases, as well as gently coaxing children to name and ask for things that they want.

The childminder provides a good mix of adult-led and child-initiated play throughout the session. She uses ideas from various sources to plan and provide exciting and different activities that keep the children happy and engaged, such as coloured rice play. Children eagerly help to tip the rice into the large, low-level tub, they then sit in it and explore the texture. The childminder provides scoops and containers, as well as smaller plastic lids. Children concentrate well as they scoop up the rice, fill the lids and line them up. They also enjoy tipping and pouring it out and exploring it with their fingers and hands, they also transport it to the other areas of the garden. This promotes their physical development very well. As the activity progresses the childminder adds animal figures, so that children have further resources to use in different ways. This also encourages children to name different animals, which enhances their speaking and communication development. Children sit for quite a while at this activity, which shows that they are developing good concentration skills. They spontaneously sing to themselves as they play, which shows that they are happy and content. The childminder supports the children very well as she points out colours and encourages them to count the lids in context.

Children also enjoy playing with 'moon dough'. This soft, malleable dough means that children manipulate it easily and make recognisable objects using moulds. The childminder promotes children's language for thinking well as she asks them what it feels like and what they have made. They proudly show her their 'dogs' and put them aside to keep. The children learn about living things in a spontaneous way as the childminder talks to them about things they see in the garden and at the park, such as snails and cygnets. However, she does not plan further opportunities for children to make full use of the outdoors, for example, by using magnifiers and trowels and taking care of living things, such as plants. This means opportunities to investigate the natural world or observe things closely through a variety of means are not always promoted as well as possible.

The childminder involves parents successfully in their children's learning and development. As well as regularly exchanging verbal information she keeps parents very well informed. She uses a two-way daily diary book and she often sends parents picture messages throughout the day to show how children are enjoying their play. The childminder records good information and observations, along with photographs, in children's individual files regarding what they know and can do. She links their progress specifically to the seven areas of learning, which gives parents a good informative record of their children's ongoing learning and development. Parents are fully involved in the 'progress check at age two'. They add their contributions to the written summary and work together with the childminder to focus on particular areas of learning, such as by carrying out some suggested activities at home. This provides good continuity and consistency in children's learning.

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

Children play in a homely, child-friendly environment with a very good range of toys and equipment. They have easy access to the rear yard and play happily outside on sit and ride toys and scooters and they use slides competently, which promotes their physical development well. Children also have access to natural materials, such as sand, rice and recyclable objects, which promotes their sensory development well. Children experiment with chunky chalks as they draw and make marks on the path, walls and fencing, which supports their literacy development successfully. Indoors there is a good range of art and craft materials and educational toys, such as threading beads and jigsaws. These are stored in easily accessible trays, which are well labelled with pictures and words, so that children can select equipment. Children's art and craft work is prominently displayed, which means that their contributions are valued. The childminder provides blankets and cushions so that children curl up comfortably on the settee when they are ready for a nap. This successfully promotes children's individual routines and need for rest.

Children are beginning to understand their own self-care needs as they ask to use the bathroom and make choices about food. They sit together for snacks and meals and the childminder encourages children to use good manners, such as reminding them to say 'please' and 'thank you'. Children also learn about safety as they automatically hold an adult's hand when walking down stairs. Settling-in periods are flexible, but as children have attended since they were babies, they are very settled in the environment and leave their parents easily when they arrive. The childminder has effective documents to use with parents, such as a 'Record of children's individual needs' form which is completed on entry. This helps the childminder to establish individual routines, likes and dislikes and preferred activities. This enables children to settle into a new environment and cope successfully with change and transition. The childminder is aware of ensuring further transitions to school, when children are ready, are handled sensitively.

The childminder has lovely relationships with the children. They approach her confidently to make their needs known and they are very self-assured. For example, children make independent decisions about what they want to do and the childminder often follows their lead. For example, children choose whether to play indoors or out and when they decide to take their snacks outside she provides a blanket in the shade for them to sit on. This means that they can stay outside safely while eating, as they are protected from strong sunlight, which promotes their health and well-being successfully. The childminder notices if children are feeling unwell and offers lots of natural cuddles and reassurance. She also talks to them about being happy or sad, which supports their emotional needs very well as they express their feelings. She manages children's behaviour in a positive, firm but fair way and offers lots of enthusiastic praise, so that they quickly learn the boundaries. Therefore, children play cooperatively with each other and the childminder gives verbal reminders about sharing and taking turns, for example, when they use the sit and ride toy car. Consequently, children learn what is acceptable behaviour and what is not, in a positive way.

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and uses this in practice very well. She has also worked hard to make very good improvements since the last inspection. As well as addressing the recommendations, which has enhanced the children's learning opportunities and improved the assessment processes, she maintains a professional approach to her childminding career. For example, all documentation is extremely well organised and underpins her practice successfully. She attends various training to improve her knowledge and regularly monitors and reviews the children's progress and the educational programme. She has successfully completed a level 3 qualification in childcare and a food hygiene course. She also regularly attends short courses provided by the local authority, such as safeguarding children and the Early Years Foundation Stage framework.

The childminder has begun to use the Ofsted self-evaluation form and she uses completed parental questionnaires and letters to help her make improvements. She works through various quality, professional development programmes and occupational standards, which assist her to identify her strengths and areas for development. This demonstrates that she has a good capacity to improve the provision further and shows that she is dedicated and committed to her childminding role. Consequently, this benefits the children's all-round care, learning and development very well.

Ofsted carried out a visit to the childminder in relation to a concern. An action was set with regards to the security of the premises as the childminder was not meeting a requirement to keep the premises secure. This is now rectified and the childminder has a good understanding of how to keep children safe. Her main doors and rear gate are always locked and children use age-appropriate toys and equipment. This along with good written risk assessments and close supervision, ensures that children remain safe. The childminder also has clear written safeguarding procedures and all the information and contact details she needs should she need to make a referral or seek advice. She also demonstrates that she knows what to do if she has concerns over a child's care or welfare. The childminder displays good information in her home, which shows that she provides a fully inclusive environment where all are welcome. For example, positive image posters of ability and culture and words in different languages are displayed along with other relevant information for parents. For example, the learning and development requirements of the Early Years Foundation Stage.

The childminder has well-established partnerships with parents as most of the children have been attending since babyhood. She has highly positive complimentary letters and completed questionnaires from the parents, which demonstrate that they are very pleased with the provision. Comments include, 'I feel that my childminder goes above and beyond her duties to make my child as happy as possible; I don't think anyone could find a better childminder and I am lucky to have her'. When children are ready to start other early years settings, such as pre-school, the childminder is aware of the need to work closely with staff to share relevant information. This means that she can provide continuity in children's learning.

### **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

<b>Unique reference number</b>	EY414850
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	902164
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/04/2011
<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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