

Inspection date	01/08/2013
Previous inspection date	14/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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

- Children are happy and settled in the childminder's care. This is because she is friendly and provides a clean, warm and welcoming environment.
- The childminder provides children with an appropriate range of activities and resources, which cover all areas of learning. This supports children in making suitable progress in their learning and development.
- Children are safeguarded because the childminder completes a daily check list to ensure that there are no hazards accessible to minded children.

It is not yet good because

- Parents have too few opportunities to effectively share what they know about their child at the start and to contribute to ongoing observations of their child's learning. This means that the childminder is not able to use this information to inform her planning, so that learning experiences consistently build on what children already know and can do.
- The childminder does not consistently promote children's good health through providing a healthy and balanced diet. This is because meals are based on children's preferences, which are not always healthy.
- The childminder does not always effectively engage in children's activities to further support their communication and thinking skills.
- The childminder's evaluation of her practice lacks rigour. It does not effectively identify

areas for development or take into account the views of parents and children.

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 had a tour of the premises and observed children playing.
The inspector looked at children's learning journey records, a selection of policies and children's records and involved the childminder in a joint observation of an activity.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged five-years-old in Willington. The whole of the ground floor of the childminder's home is used for childminding. There is a rear garden for outdoor play. The family has four cats as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 10 children on roll, of whom two are in the early years age group, who attend for a variety of sessions and eight are school-age children, who attend before and after school. The childminder operates all year round from 7.30am to 8pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve opportunities for parents to engage in their child's development and learning in the setting and at home by, encouraging parents to share what they know about their child initially and on an ongoing basis and use this information to inform the planning of activities

- promote children's good health by ensuring that meals and snacks are healthy and nutritious and support them to learn about making healthy choices and trying new foods.

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

- improve self-evaluation by incorporating the views of parents and children more effectively and prioritising targets for improvement that will raise the overall quality of practice and the level of children's achievements

- extend children's thinking and communication skills through actively engaging in their activities and using a wider range of open-ended questions.

Inspection judgements

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

The childminder has a sound knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She provides children with a suitable range of activities, which cover all areas of learning and generally capture their interest. The childminder is able to suitably assess children's progress as she completes initial observations of them, along with tracking their progress towards the early learning goals. These are recorded in colourful learning journals, which include photographs and observations of children's learning. This supports children to progress comfortably within expected levels for their ages in preparation for starting school. The childminder talks to parents at the start about their child's interests and keeps them up to date about their child's progress through verbal feedback and access to their child's learning journal. However, she has not further developed her systems to encourage parents to actively contribute to their starting points or to their ongoing observations. This means that the childminder is not able to use this information to inform her in planning activities that effectively build on children's prior learning experiences and their current interests at home.

The childminder encourages children to make choices about what they would like to do. This supports their self-esteem and confidence. Children's communication skills are adequately promoted as the childminder encourages them to talk about what they are doing and asks some questions, for example, what colour is it and what shape is it? However, the childminder does not always fully engage in the children's activities or make use of thought provoking questions to further encourage and support their language development and thinking skills. Children are beginning to gain an understanding of numbers and counting as the childminder adequately uses numbers as they play. For example, she asks them to count how many sandcastles they have built.

Children have regular opportunities to be creative, for example, they enjoy painting and making shapes out of sand. They handle small equipment with increasing control as they use paint brushes, pencils and spades. Children are becoming aware of the world in which they live as they go on nature walks within their local community and on visits, such as to the local library. They enjoy having space to be physical. Children ride on scooters and play on slides in the garden. The childminder understands the importance of supporting children to develop their physical skills in a safe environment, for example, encouraging them to attempt larger slides with her support. This helps them to develop their understanding of how to manage risks.

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

Children are happy and settled with the childminder and very much 'at home' in her care. They move around the space independently and confidently ask the childminder when they need help with an activity. Older children report that they like coming to her house

and enjoy the activities she provides. The childminder gathers sufficient information from parents at the start to meet children's well-being, for example, medical and dietary needs. This is combined with settling-in sessions to help the childminder to get to know the children and support them in feeling safe and secure in her home. This promotes a smooth transition from children's homes into the childminder's care. Suitable use is made of space in the childminder's home to allow children to play freely and safely in a clean and well-kept environment. A suitable range of resources are available for children alongside a catalogue containing pictures of further resources, which the childminder has. This means that children have a good understanding of the available resources and can make independent choices about their play.

Children develop their understanding of good health through appropriate daily routines, such as washing their hands after playing outside. They have daily opportunities to be physical, for example, going for walks to the park or playing in the garden with balls and hoops. The inspection took place following a concern from a parent, which included the lack of healthy and balanced meals. The inspection found that the childminder has an adequate understanding of the importance of providing healthy snacks and meals for children and she keeps a record of what young children have had to eat. However, meals do not include healthy options or encourage children to try new foods and instead are based only on what children like to eat. This does not support a healthy and balanced diet or encourage children to learn about making healthy food choices. Children are beginning to develop an understanding about how to keep themselves safe, for example, they practise road safety and regular fire drills.

The childminder has a calm and consistent manner with the children. She talks to them about unacceptable behaviour and encourages them to share and be kind to each other. Older children show care and concern for younger children as they help them with activities and praise their efforts. Children attend regular sessions at the local children's centre, this provides them with opportunities to develop their social skills and mix with their peers. This, along with accompanying older children to school and developing their self-care skills, helps to familiarise and prepare children for moving to nursery or school.

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

The childminder maintains all records, policies and procedures, which are required for the safe and efficient running of her provision and to meet the needs of the children. This includes accident records, clear procedures for the collection of children and a record of attendance. Consequently, all required information is in place to underpin the care and welfare of the children in her care. Through discussion, the childminder demonstrates a clear understanding of safeguarding children, this includes the appropriate use of mobile telephones and social networking sites. She recognises the signs and symptoms of abuse and knows what to do should she have a concern about a child in her care. Children are kept safe in her home as the childminder uses appropriate safety equipment, such as stair gates. This is combined with daily checks and a written record of risk assessment for her home and outdoors. The childminder supervises children appropriately, both indoors and

outside, to ensure the requirements for their safety and supervision are appropriately met.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She uses this to ensure that she provides sufficient experiences to support children in making satisfactory progress towards the early learning goals. The childminder carries out progress checks at aged two for children and shares these with parents. This helps to identify any gaps in children's learning, so that parents can seek extra support if necessary.

The recommendations raised at the last inspection have been partly implemented. For example, the childminder has improved her learning and development assessment records, which identify the next steps in children's development. The childminder has completed the Ofsted self-evaluation form, however, she has not included feedback from parents and children, so that their wishes and views are used to effectively evaluate her service. Additionally, she has not effectively identified areas for development or set challenging targets, which will help her raise the ongoing quality of her provision.

The childminder explains that parents receive written copies of her policies at the start. This means that they have a clear understanding of how she works and the procedures that she follows, for example, if she or the children are sick. Parents provided positive written feedback for the inspection regarding the care and activities the childminder provides. For example, they state that she provides 'a homely, warm and welcoming environment.' The childminder does not currently have any children, who attend any other settings, however, she understands the importance of sharing information to promote continuity of care and learning should she need to in the future.

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	EY357910
Local authority	Durham
Inspection number	926493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	14/05/2010
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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