

Inspection date	14/08/2013
Previous inspection date	05/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 shows a good knowledge of each child's learning needs and stage of development. She provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, they make good progress.
- Children feel safe and develop a sense of belonging with the childminder. They form strong bonds and emotional attachments with her, which helps them to gain a sense of well-being and security.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children are able to use the space available safely.
- Regular communication takes place between the childminder, parents and others involved in children's care and education. As a result, children experience continuity and consistency of care.

It is not yet outstanding because

- There is scope to enhance children's access to outdoor activities where children can explore, build, move and role 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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children during their play and on an outing.
- The inspector looked at policies, procedures, children's learning records and other documentation.

Inspector

Lynne Pope

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, twins aged eight years and one child aged eight months. The childminder works with an assistant. She operates from a family member's home in the Spennymoor area of County Durham. The whole of the ground floor and two upstairs bedrooms are used for childminding.

The childminder attends community groups and 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 13 children on roll, of whom eight are in the early years age group. All attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays.

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 have further access to the outdoor area where they can continue their activities and explore, build, move and role play.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and recognises that they develop at different stages, and in various ways. She is enthusiastic about her role and knows how to engage and motivate children in their play and learning. As a result, children make good progress in their learning and development. Activities support children's ideas and interests, and they have time to play at their own pace and become absorbed in activities they enjoy. The childminder observes children during their play and keeps a record of their achievements, along with photographs. She links these to the areas of development and shares them with parents. This results in the next stages of development being discussed and agreed between them, and helps parents to continue their child's learning and development at home.

Children are making good progress and they are engaged and having fun. The childminder thoughtfully provides a wide range of interesting activities to help prepare children for their future learning and transition to other settings. For example, they have circle time each day, which encourages children to talk and listen to others, while taking turns to

have their say. The childminder introduces the colour orange and uses open-ended questions to encourage children to think about what things are orange. This encourages language development as children say that turnips and carrots are orange. The childminder uses visual aids to promote the colour for younger children as she provides orange markers for them to draw with. Size language is used to develop their understanding further, as she shows children some deflated orange balloons. As she blows them up she says they are small and now they are big. Children take great delight in playing with the balloons. Communication and language is promoted further through the childminder focusing on a word of the week that children might not have come across before. This extends children's vocabulary as she talks to them about what the word means and how to say it. Other languages are introduced to children to develop their understanding of different communities. She uses simple French words at group time encouraging children to say 'hello, how are you?', their names and their ages in French. The childminder actively listens to children and shows a genuine interest in what they have to say. Consequently, children know that their comments are recognised and valued.

Children go on lots of outings in the local community, and the childminder encourages them to talk about many of the things they see and notice. For example, children recall as they walk past the fruit shop that they have visited it before, and when prompted by the childminder, remember that they bought strawberries last time. The childminder builds up their knowledge of the local environment well as she points out local landmarks, such as the police station and library. Colour recognition is introduced as they observe the passing cars and say what colour they are. The childminder makes the most out of promoting children's interest in books. She encourages them choose what they would like to look at and then reads it for them. The childminder has joined the local library and encourages parents to take a book home to share with their child, giving guidance on how to enjoy them together.

The childminder keeps parents and carers well informed about their children's day. She talks to them when they collect their children and writes a detailed daily journal. This is particularly useful for parents who do not collect their children personally, as it keeps them informed about what their child has done that day. The childminder encourages parents to add their own comments about what children have done at home. This helps her to plan appropriate activities around children's current interests.

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

Children's welfare, care and safety are fostered effectively as the childminder plans a safe, well-maintained environment in which children play and learn. They enjoy a warm and caring relationship with the childminder, and show through their play and interactions that they feel safe and secure. Taster sessions are offered for new children, which helps them adjust to the new environment and so they can get to know the childminder and vice versa. Parents complete an 'about me' document, and when they visit the childminder discusses their child's likes, dislikes and routines. She uses the 'about me' document as a starting point for planning appropriate activities for the child, and does her own assessment over the first few weeks. She then invites the parent to come and discuss their child's stage of development and they agree the next steps in the child's learning.

This means the childminder and parent can accurately determine a focus for children's learning together. Children's behaviour is very good, as the childminder sets clear boundaries to which they respond very well. They receive stickers as a reward for good behaviour and certificates for new achievements, such as walking for the first time. This builds children's self-esteem. Any behavioural issues are discussed with parents so that they can agree a way forward, which ensures an accurate two-way exchange of information and practice. Children learn how to keep themselves safe through the guidance that the childminder gives to them. On outings she reinforces how to cross the road safely, asking children to stop and see if it is safe to do so.

Children access the local environment on a regular basis and enjoy opportunities, such as visiting the local park, to exercise and expend energy. Indoors, children have plenty of space to carry out their activities and move around with confidence. Resources are set out so that they can make their own choices, which develops their independence. They are supported by the childminder in their activities as she encourages them to have a go. For example, they are shown how to put a car down a cardboard tube and how to catch it at the end. Children have daily opportunities to go out in their local community and they gain awareness of keeping safe as the childminder teaches them about crossing the road safely. However, there are fewer opportunities for children to access the learning environment outdoors to continue their activities so that they fully benefit from the freedom to choose where they play. Children learn about healthy eating through everyday activities. The childminder talks to them about foods that are good and bad for them to encourage them to make healthy choices. She carries out activities with children to develop their understanding of where foods come from, such as talking about the journey of a banana and orange. The childminder is a good role model for children in helping them to develop their self-care skills. For example, she talks about using the toilet before they go on the outing and says that she needs to do the same. Children develop the skills to know when they need to go and that they need to wash their hands afterwards, through this positive reinforcement.

The childminder recognises the importance of smooth transition arrangements for the children's next stage in learning, by establishing links with local nurseries and schools. This benefits children at a time of change through consistency of care and learning experiences. For example, she follows what children have been doing at school, providing activities that link in, which means she complements routines and experiences provided for children elsewhere.

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

Children are safeguarded effectively because the childminder is clear about her role in keeping them safe. She is very secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. The childminder has written policies and procedures for safeguarding and meeting children's welfare needs, which she shares with parents so that they are aware of her procedures. The childminder has robust procedures in place to ensure that the assistant that she works with is suitable for the role. This includes getting references, checking qualification certificates and the status of their

health, and ensuring that they have no criminal convictions through a Disclosure and Barring Service check. Current plans include checking the suitability of relief assistants so that she will have cover should an assistant be off sick or on holiday. This ensures that she is able to maintain the correct ratios at all times. The childminder carries out regular appraisal meetings with the assistant, where they discuss her strengths and if there are any areas for development. This helps the childminder to identify any suitable courses that the assistant can attend to ensure continual professional development to raise the quality of care that children receive.

Actions raised at the last inspection have been effectively addressed to improve children's care and welfare. For example, a record is maintained of children's attendance, which demonstrates that the correct adult-to-child ratios are maintained, to ensure children's safety needs are met. The childminder has moved premises since the last inspection and carried out a comprehensive risk assessment to identify possible hazards for children, which she has minimised through taking action, such as putting safety gates at the entrance to the premises and at the bottom of the stairs. Monitoring and evaluation of the service that the childminder offers is good. She reflects on her practice and regularly reviews her resources to benefit children. The childminder routinely monitors and evaluates children's progress and the experiences she provides. Children share their views as they write about what they enjoy at the childminder's, and older children have written that they like coming, that the childminder is kind and they do really fun stuff. Parents' views are sought through questionnaires twice a year, which the childminder takes into consideration when reviewing her practice.

The childminder works positively with parents, creating professional yet supportive relationships to provide consistent and continuous approaches for the individual children in her care. She is aware of liaising with local agencies and how children benefit from this collaborative working. Parents are kept well informed about what is happening, such as any changes, through newsletters every two months. The childminder encourages their involvement in the running of her service and has invited them to be involved in interviewing new assistants. When new children start she gives parents an information booklet that informs them about various aspects of her practice, such as how to make a complaint, what to do if a child has an infectious illnesses, the use of her car and the insurance that she has in place. Carers spoken to at the inspection stated that they are very happy with the service that the childminder provides and that their children have settled really well.

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	EY445380
Local authority	Durham
Inspection number	930390
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	13
Name of provider	
Date of previous inspection	05/07/2013
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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