

Inspection date	13/09/2013
Previous inspection date	17/04/2012

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 knows the children and their individual routines very well. As a result, children develop close and caring relationships with her and her family, and have their individual needs met well.
- Children's transition from home into the setting is supported well. This contributes to children developing a secure sense of well-being, which helps them in becoming effective learners.
- The childminder uses observation and assessment well to identify children's individual next steps in learning and to plan interesting activities to support them to make good progress in their learning and development.
- Children's wellbeing is supported well. The childminder's home is well maintained, clean and potential hazards have been minimised. In addition, the childminder demonstrates a very positive attitude towards ensuring that she is able to meet children's individual health needs.

It is not yet outstanding because

- There is room to develop further the organisation of resources so that they are more easily accessible to young children, thereby enabling them to make further independent choices and build on their good learning.
- There is scope to enhance the provision of resources and activities to help develop and expand young children's sensory experiences.

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

Inspector

Julie Morrison

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 husband and children aged five and seven years in Lanchester. The childminder works with an assistant. The whole of the childminder's home is used for childminding. There is a rear garden for outdoor play. The family has pet gerbils and guinea pigs.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, of whom seven are in the early years age group. Children attend for a variety of sessions. Three school-age children attend before and after school. The childminder operates all year round from 7.30am to 6pm, 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:

- develop further children's independence by ensuring that resources are more easily accessible, to allow young children to further explore and make independent choices about their play.
- enhance young children's sensory experiences for example, by providing a range of objects of various textures and colours in treasure baskets to further encourage and stimulate young children's interests.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage. She provides children with a good range of activities both inside of the home and at various groups, which cover all areas of learning. Children make good progress in their learning and development and are ready for the next stage in their learning. This is because the childminder makes good use of observations, which she uses to identify children's next steps in learning. The childminder works well with parents to obtain information about children's interests at the start. This includes gathering key words to support children who speak more than one language. This is combined with initial observations and means that

the childminder is able to assess children's starting points and use this information to provide experiences based on children's interests and individual learning. The childminder encourages parents to share their observations from home. This further supports her to be able to extend children's learning. In addition, daily discussion, the sharing of children's learning journals and regular progress reports, ensures that parents remain up-to-date about their child's development. As a result, parents are actively involved in their children's learning.

Children are motivated to learn because the childminder provides plenty of support, encouragement and guidance. This helps them to develop the skills, attitudes and dispositions they need to be ready for school. Children's early communication skills are fostered well, due to the positive interaction by the childminder. She talks to babies constantly as they play, naming objects and providing meaningful praise and encouragement as they repeat words. Children's language skills are further developed as they enjoy singing favourite nursery rhymes. For example, they take hold of her hand exclaiming, 'row, row' to indicate songs they would like to sing.

The childminder supports children's physical development well. For example, she supports babies to develop their balance and begin to take early steps as she holds their hands as they move around. Babies enjoy crawling around the space and laugh and giggle as the childminder plays 'peek a boo' with them as they hide. Such activities, support children to develop close and caring relationships with the childminder. This helps provide a firm base on which they can learn. Children develop their hand-to-eye coordination as they press buttons to make music and fit toy eggs together. The childminder explains that children take part in a wide range of activities to develop their creative skills. This includes painting, play dough and messy play sessions at local playgroups. However, there are too few opportunities for young children to enhance their sensory skills. The childminder supports children's counting skills through everyday activities. For example, she counts out loud as babies pass objects to her, and encourages older children to identify numbers on house doors as they go for walks. Children have good opportunities to learn about the world around them through planned activities, such as trips to local farms. The childminder also encourages all children to join in using words to support children who speak more than one language. This helps to promote an inclusive environment and raises children's awareness of the wider world.

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

Children are happy, settled and relaxed in the childminder's care and have clearly developed close relationships with her and her family. The childminder's caring and nurturing personality is very evident as she provides children with lots of cuddles and calming reassurance. This successfully fosters children's emotional well-being. Flexible settling-in procedures including, bringing comforters from home, help children to adjust at a pace that reflects their needs and parental requirements. In addition, the childminder gathers important information about children's individual needs at the start. This includes, daily routines, medical history and dietary requirements, which the childminder effectively shares with her assistants. As a result, children have their individual needs met well and

benefit from a smooth transition from home into the childminder's care.

Children play in a child-friendly environment with a good range of age-appropriate toys and equipment that effectively support their overall well-being and care. The childminder sets out resources, which are based on children's interest and stage of development, prior to them arriving. However, children cannot always make independent choices, as not all resources are easily accessible.

The childminder uses age-appropriate techniques to manage children's behaviour. For example, she encourages children to be kind to each other and to share. This is combined with regular praise and encouragement to help develop children's self-esteem and confidence.

The childminder supports children well to develop the confidence and necessary skills they need as they move on to the next stage in their learning at nursery or school. This is done through everyday routines, such as encouraging children to use the bathroom independently and to put on their own coats. The childminder also regularly attends toddler groups. These provide opportunities for children to develop their social skills as they mix with their peers. Alongside this, the childminder takes younger children to events such as sports day at local schools. This helps to familiarise children with other settings.

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. For example, children are provided with individual hand towels. The childminder provides healthy, home-cooked meals, which take into account children's dietary requirements. She also encourages children to make healthy choices about what they eat. For example, she takes children to the local fruit shop so they can select and try new fruits. Daily opportunities for children to benefit from the fresh air further supports children's good health. This includes regular trips to the park, playing in the garden and a variety of outings, such as to the beach or the petting farm. Children are able to develop an understanding of how to keep safe. They learn to cross the road safely and practise regular fire drills.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years foundation Stage. She demonstrates a good knowledge of child protection procedures and is confident in her ability to recognise the early signs and symptoms of abuse. This is combined with a clear safeguarding policy, which is shared with parents. In addition, the childminder has attended recent training, which means that her knowledge and understanding of safeguarding matters is up to date. The childminder is aware of the importance of providing a safe environment where children can rest and play. She has detailed risk assessments and carries out daily checks of all space prior to children arriving. This is combined with effective procedures to keep children safe, such as

close supervision of children and keeping hazardous materials out of children's reach.

The childminder has a good understanding of her responsibilities for meeting the learning and development requirements of the Early Years foundation Stage. She monitors the observations of children's progress to ensure that all areas of learning are covered and that children are making good progress in their learning and development. The childminder has not been required to complete progress checks for children aged two. However, she is clear about procedures to follow and the importance of sharing these with parents, when required.

Partnerships with parents are good. Parents comment positively about how much their children love spending time in the childminder's care and how 'dedicated to the job and the children' she is. The childminder shares important information, such as her policies and procedures with parents at the start. This means that they are well informed about the service she provides. The childminder understands the importance of sharing information with other providers of the Early Years Foundation Stage. This helps to ensure continuity of learning and care for children who attend more than one setting.

The childminder is committed to offering good quality of care for the children and their families. She ensures that she keeps her practice up to date through reading online information, as well as receiving support from local authority advisors. In addition, she shares good practice with other childminders and has begun to make use of the Ofsted self-evaluation form to evaluate her practice. The childminder has a clear understanding of her current areas for development, including attending further training and supporting her assistant to develop her qualifications. The childminder has made good progress in addressing the recommendations raised at the previous inspection, resulting in improved risk assessments and obtaining consent to seek emergency medical treatment. This demonstrates a positive attitude towards continuous improvement.

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	EY433504
Local authority	Durham
Inspection number	876016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	7
Name of provider	
Date of previous inspection	17/04/2012
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

