

Inspection date	21/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 is highly skilled in supporting children's language development. Consequently, children are becoming confident and skilled communicators.
- The childminder has a good understanding of her responsibilities with regards to child protection. Her home is safe and good steps are taken to reduce potential dangers. Children are safeguarded well while in her care.
- The outdoor areas are used well to give children first hand contact with weather, seasons and the natural world.
- The childminder knows the children well. She makes careful observations of children's progress and uses these to plan stimulating activities to aid their development.

It is not yet outstanding because

- There is scope to extend the opportunities to share information with parents about what children have been doing at home so this can be taken into account when planning activities to extend children's learning even further.

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 took account of the views of parents expressed in written form.
- The inspector viewed the premises, toys and equipment.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the rural village of Eggleston near Barnard Castle with her husband and children aged 10, seven, five and one year.

The childminder takes children on outings and to activities in community settings. She also takes children to local shops and parks. The family has one dog, two cats and three chickens.

There are currently two children on roll of whom both are in the early years age group. The childminder cares for children all year round, flexible hours, 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:

- encourage parents to contribute more information about what children do at home, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning.

Inspection judgements

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

The childminder clearly enjoys her role and successfully provides for children's learning and development. She recognises the importance of igniting children's curiosity and enthusiasm for learning and the quality of teaching is good. She herself is enthusiastic and is very interested in child development. This means children are cared for in a motivating, stimulating learning environment. Activities are interesting and exciting and are planned with children's interests and individual needs in mind. For example, the childminder recognises that the children she cares for thrive when learning outdoors, so a great deal of time is spent in the two extremely large, well-resourced outdoor areas. This provides children with the freedom to explore, learn about nature and be physically active and exuberant. The children enjoy playing with things they can push and pull so the childminder provides them with additional toys to help with this area of physical development. The childminder knows where children are in their learning. She undertakes continual observation and assessments to find out what they can do and what they enjoy doing. She then uses her childcare knowledge to plan for the next steps and to ensure activities are suitably challenging. As a result, children are making good progress in all

areas of their learning and development and are developing the skills they need to be ready for school.

The childminder is an experienced and qualified speech therapist who uses her skills and knowledge to promote children's communication and language very well. Much thought is given when interacting children, such as responding sensitively to their attempts to communicate and valuing what they say by repeating it. She uses questions well to encourage children to respond and gives them time to gather their thoughts to respond without 'jumping in' too quickly. Children are also encouraged to use signing as a means of communication and this helps to reduce potential frustration for very young children. Consequently, children are becoming competent in communicating, speaking and listening. The children love singing, music and movement. The childminder responds to this interest by singing to them and providing musical toys. They proudly show off their 'dance moves' and join in happily with the actions to 'The wheels on the bus'. The childminder uses books well to promote learning. This is a lovely time enjoyed by all when the children sit closely by her as she reads to them and they are fully engaged and absorbed.

The childminder is keen to involve parents as much as possible and provides daily written details of what children have done whilst in her care. However, there is scope to develop this joint working further to help children make even more progress in their learning and development by encouraging parents to provide more details about what children have been doing at home.

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

The childminder provides a welcoming environment where children are clearly happy, settled and very much 'at home'. She is warm and caring and develops close attachments with the children. Children approach her confidently and with much affection, and this is reciprocated. Care is taken to gather lots of information about children's individual likes, dislikes, needs and interests before children start to attend. This helps the childminder to settle children in quickly and make an easy transition into her care.

The childminder is calm and caring and treats children with sensitivity, respect and understanding. She gently supports them to develop an understanding of acceptable behaviour and gives them lots of positive reassurance. This builds children's confidence and helps them to make relationships. Although very young, they play alongside each other happily and are starting to join in with other's play. They enjoy the company of the childminder's own children, laughing and giggling with them and watching them with great interest. Displays of children's creative work, such as their autumn leaf prints, demonstrate that the childminder highly values children's achievements. This supports them in developing their self-esteem and self-confidence skills, preparing them for their transition to school. The childminder teaches children to become independent as soon as possible. For example, she encourages them to feed themselves but is close by to supervise and help when needed. She makes sure there is a range of resources that are easily accessible and, this encourages them to make their own choices.

Very good provision is made to promote children's health. Children enjoy lots of outdoor activities. As well as trips to the park, they very much enjoy being in the garden areas. They use the equipment, help to sweep up the leaves, find blackberries and love watching the chickens. Meals and snacks are healthy and nutritious, and with all the physical exercise children enjoy, they have good appetites. High standards of hygiene are maintained throughout childminding areas to help prevent the spread of infection. The childminder teaches children about risks and how to manage them. For example, she talks to them about how to stay safe indoors and outdoors as they investigate the environment and resources and reinforces road safety when on outings.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children are safeguarded well. The childminder has a secure understanding of the procedures that she would take should she be concerned about a child in her care. She is clear about her role and responsibility to protect children and she implements effective practice to promote children's overall safety. Robust risk assessments are documented and visual checks are completed on a daily basis. Close supervision in the outdoor areas means children are kept safe whilst having the freedom to enjoy the countryside surroundings. The childminder has completed paediatric first aid training enabling her to deal with any accidents or injuries appropriately. Procedures are in place for the safe administration of medication when required and appropriate written permissions are obtained from parents. This helps to further safeguard children. The childminder checks her planning to ensure all areas of learning are covered and monitors these to ensure activities meet the individual needs of children.

Self-evaluation is well embedded and the childminder has clearly identified the strengths and areas to improve for the setting. Parents and where possible, children, are involved in the evaluation process through discussion and observations. The childminder values their feedback and is willing and happy to act on any suggestions they may have to enhance her practice. The childminder is keen to attend training to ensure continuous improvement and is currently looking at ways to enable her to do this.

Partnerships with parents are positive and there is a mutual respect between both parties. Daily information is shared both verbally and by means of a daily diary. This provides valuable information about children's care and about what their child has been doing that day. Parents speak highly of the childminder and the care their children receive. For example, they say, 'The childminder provides a safe and caring environment where we are confident that the individual needs of our children are well looked after'. They particularly appreciate the 'expert skills' that the childminder has to help with their child's speech and language development. The childminder has good relationships with other provisions, such as the local school. She liaises with them regularly, sharing appropriate information to support their care and learning needs. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required in the future. This

means she is able to support children's all-round development effectively.

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
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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	EY461749
Local authority	Durham
Inspection number	918978
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	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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