

Inspection date

Previous inspection date

06/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- New children are beginning to settle due to the warm, welcoming environment created by the childminder. This helps to support their confidence and feeling of security within the setting.
- The childminder has a sound understanding of how to promote children's good health and well-being. Her home is well maintained and all potential hazards are minimised. This means that children can move around the space freely and safely.
- The childminder has a clear understanding about what would constitute a safeguarding concern and procedures to follow should she have a concern about a child in her care.

It is not yet good because

- Parents have too few opportunities to share what they know about their child's learning at the start or to become involved in their child's ongoing learning, so that the childminder can fully involve them in their child's ongoing learning.
- Observation and assessment is not sufficiently robust. The childminder does not effectively identify children's starting points or analyse her observations sufficiently to assess children's progress towards the early learning goals.
- Opportunities for children to develop their physical skills and interest in mark making are sometimes limited due to the organisation of some of the childminder's resources.

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 childminder's premises and observed children playing.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
- 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 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 14, seven and five years old in Norton, Stockton on Tees. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The family has a pet dog and a rabbit.

The childminder attends local toddler groups. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll, two of whom 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 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- use the information gained from observations in order to more effectively assess children's starting points and their progress towards the early learning goals, so that planning is more precisely based on children's next steps in learning
- improve the two-way sharing of information with parents to more effectively engage parents in their child's learning in the setting and to encourage parents to contribute information on an initial and ongoing basis, so that this information can be used to inform the planning of activities.

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

- promote young children's physical development and progression in mark making by ensuring that items, such as, pencils, paper and chalkboards are easily accessible.

Inspection judgements

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

The childminder provides a suitable range of activities that interest children and supports them to make steady progress in their learning. Although in their infancy, she does carry out observations of children's learning and makes a record of what she has seen them do. However, she does not accurately assess children's starting points or the progress they are

making towards the early learning goals. This does not support her to effectively plan for children based on their individual needs and stage of development. Nevertheless, she is getting to know the children and can talk generally about their next steps in learning. This helps to support them in preparation for starting school or nursery.

The childminder provides plenty of encouragement and interacts with children to help to develop their communication skills. For example, as children play she provides a commentary on what they are doing, such as, 'you have the grey elephant' and names colours, as they select different coloured beads. Children are able to make confident choices and clearly demonstrate what they want, for example, they point to the book which they would like the childminder to read to them. This helps them to develop their self-esteem. The childminder further supports language skills as she sits children on her knee while she reads to them, encouraging them to feel the different textures in the books. Children are able to develop their imaginative skills through an appropriate range of resources. For example, they use a toy kitchen, plates and food to recreate everyday activities. The childminder joins in well with their play, talking about what they are doing and introducing language, such as, 'big and small' into their play. The children show they are settled with her as they pass her 'food' to eat and involve her in their play. Children have regular opportunities to develop their physical and self care skills, for example, the childminder encourages them to put on their own shoes and teaches them how to cut a banana at snack time. Children are encouraged to be creative as the childminder provides activities, such as, painting and exploring play dough. However, children do not have free access to pencils and crayons to help to further develop their mark making and hand to eye coordination. Children are beginning to learn about the world around them through a suitable range of resources, such as, books and dolls. In addition, they go on local walks to feed the ducks and play in the leaves. This helps to raise their awareness of the natural world.

The childminder speaks to parents on a daily basis about their children's care and the activities they have taken part in. However, procedures to fully involve parents in identifying children's starting points and for sharing ongoing observations of children's learning are not sufficiently embedded. This hinders the ability of the childminder to work with parents to fully support children to make better than satisfactory progress in their learning and development.

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

The childminder builds comfortable, trusting and warm relationships with the children. She is clearly getting to know them and this is evident as she recognises when they are tired and when they are not interested in activities. This is combined with a gradual settling-in process and obtaining relevant information from parents about children's individual care needs and routines. This helps children to settle and feel secure in the childminder's care and provides a firm base on which they can learn.

Good hygiene procedures are in place to maintain children's health. For example, all childminding areas are clean and children are supported in washing their hands, before

they eat their snack. Meals are provided by parents, however, the childminder has a sound understanding of the importance of providing children with healthy snacks and regular drinks. Children have regular opportunities to be physical, for example, they play in the garden and go for local walks. This further supports their good health. Children learn about how to keep safe through planned activities with the childminder, this includes, practicing road safety and fire drills.

The childminder has appropriate procedures in place to ensure that children can move around the space freely and safely, and provides children with a suitable range of age-appropriate resources. This supports children to make independent choices about their play. The childminder has a sound understanding of promoting children's behaviour. She provides regular praise and encouragement and encourages children to share and be kind to each other. Children have regular opportunities to socialise with their peers as they attend local play groups. In addition, they accompany older children as they walk to school. This helps to familiarise young children with other settings in preparation for their later transition to nursery or school.

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

The childminder has a satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She takes effective steps to keep children safe, such as, using cupboard locks, keeping external doors locked and supervising children at all times. In addition, she has completed risk assessment for her home and outings, and carries out daily visual checks of her home prior to children arriving. The required checks have been completed on the adults living in the home, to ensure they are suitable. The childminder has completed first aid training and has appropriate procedures in place to administer medication and record accidents. This helps to safeguard children. The childminder demonstrates a sound understanding of child protection issues and has a clear understanding of procedures to follow should she have any concerns.

The childminder has made adequate use of the Ofsted self-evaluation form to identify her strengths and areas for improvement. Alongside this, she works closely with local early years advisors and other childminders to discuss practice. She has recently provided parents with a questionnaire to obtain their views about the care and learning she provides. However, as yet these have not been returned to enable the childminder to use them to further inform her evaluation.

Monitoring of the educational programmes provided by the childminder is developing. The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage and she reflects on her practice to ensure that she provides children with an appropriate range of activities. The childminder has not been required to complete the progress check at age two. However, she has obtained relevant guidance in order to support her in doing this when needed. Parents receive copies of the childminder's policies at the start and relevant information, such as the childminder's

certificate of insurance is clearly displayed for them to see. This keeps parents informed about the service she provides. The childminder does not have any children who currently attend other settings, however, she is aware of the importance of sharing information with other providers to support continuity of care and 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY439878
Local authority	Stockton on Tees
Inspection number	939274
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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

