

Inspection date

Previous inspection date

08/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good because the childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.
- 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. Consequently, children are effectively safeguarded while in her care.
- Children have secure, trusting relationships with the childminder. Their individual needs are very well met. Consequently, they are settled and happy in the childminder's home and growing in confidence.
- The childminder is consistent in her routines and the ways she manages children's behaviour, offering lots of praise and encouragement. As a result, children behave well.

It is not yet outstanding because

- There is room to further enhance opportunities for all parents to share information about their children's learning and development at home, so this can be taken into account when planning activities to extend children's very good learning even further.
- There is scope to strengthen the very good working partnerships with other early years providers where children attend, to promote a more shared approach to children's ongoing learning.

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 viewed the premises, toys and equipment.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection and observed planned activities.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector also took account of the views of parents through questionnaires provided for the inspection.
- The inspector reviewed relevant documentation, including the childminder's development plan, children's learning journals and a sample of policies and procedures.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband, who is her assistant and their two children aged 15 years and four years in Stockton-On-Tees. All ground floor rooms, the first floor bathroom and third bedroom are used for childminding. There is a rear garden for outdoor play.

The childminder takes children on outings and to activities in community settings. She also takes children to local shops and parks. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She offers occasional overnight care.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning
- strengthen further the positive partnerships with other early years providers where children attend, to support a more shared approach to children's ongoing learning.

Inspection judgements

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

The childminder has a good understanding of child development, the areas of learning and the characteristics of effective learning. She uses this knowledge extremely effectively to plan and support children's progress through motivational teaching. The childminder is enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. For example, they focus well and persevere as the childminder successfully encourages them to turn the foam number pieces around until they slot into the correct gap in the floor mat. Careful assessment and planning ensures that activities provide suitable challenge for children. This significantly contributes to the good progress they are making in relation to their starting points, ensuring they are well prepared for the next stage of learning or for school.

Children have independent access to a wide range of resources. The childminder is highly skilled at following children's interests. For example, she builds on their interest in following reflections made by the sun catching metal objects. She goes on to provide activities using toys with flashing lights and mirrors so children can see different types of reflections. The childminder incorporates a good balance of adult-initiated and child-led experiences into her daily routine and supports children very well in their all-round development. Their communication skills are fostered well through a wide range of activities, including songs and rhymes, resulting in very young children developing their speaking and listening skills. There is a good range of fact and fiction books made available to children, effectively nurturing their enjoyment of the written word. Even very young children independently choose books from the reading box. They snuggle up on the childminder's knee as she encourages them to turn the pages and lift the flaps on simple board books. Older children enjoy various opportunities to develop their early writing skills, for example, through using the magnetic white boards. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate toddler groups to help develop children's social skills. She supports and encourages children's good physical development, providing many opportunities for energetic play outdoors, in the garden and at local parks.

Parents comment that they are happy with the progress their children make in their learning and development, stating 'I am very happy with the improvements my child has made, particularly in their speech'. The childminder discusses children's progress, activities and achievements with them on a daily basis. However, she is not always successful in obtaining information from all parents about children's learning and achievements at home, to further secure the very good learning process. The childminder has good awareness and understanding of the need to complete the progress check at age two and of the importance of sharing such information with parents.

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

The childminder provides a bright, welcoming and safe environment for children in her care. She has developed good relationships with the children in a short space of time. She is caring and affectionate and children relate very well to her. Settling-in procedures are effective in helping children to feel safe and secure and are tailored to meet the individual needs of children and their families. Parents comment positively on how the childminder helps children to settle quickly. For example, they say 'my child finds it hard to settle with new people, but this has never been an issue here. This gives me peace of mind knowing they are happy'.

Children's behaviour is good, as the childminder has clear expectations to which they respond very well. They enjoy receiving ticks on the chart for good behaviour and achievements. Alongside these charts the childminder attractively displays children's artwork in the hall. The childminder models positive behaviour. For example, she speaks in a calm, quiet manner and listens closely when children talk. She uses good manners, such as saying, 'please' and 'thank you' and offers meaningful praise. This helps build children's self-esteem and confidence. Children are fully engaged in their activities, with the

childminder knowing when to step in and extend their learning. The childminder takes children to community groups, so that she can support children to play alongside others and develop their confidence in larger groups. These skills prepare children well for the next stage in their learning.

Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, they learn to tidy up resources so they do not stand on them and hurt their feet. On outings the childminder reinforces how to cross the road safely and children know to hold her hand. Children access the local environment on a regular basis and enjoy opportunities, such as visiting the local park to play on the large equipment. This helps children to develop an awareness of the importance of fresh air and exercise. Indoors, children have plenty of space to carry out their activities and move around with confidence. Resources are easily accessible and set out so that they can make their own choices, which develops their independence. The premises are clean and safe and the childminder takes good steps to minimise the risk of cross-infection and to promote children's good health. Children are developing a good understanding of the importance of living a healthy lifestyle. They eat healthy snacks, such as fruit and vegetables and fresh drinking water is readily available at all times.

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

The childminder effectively meets the requirements for the Statutory framework for the Early Years Foundation Stage. As a result, children learn and develop well and are kept healthy and safe. She has completed recent child protection training. Consequently, she is secure in her knowledge and ability to follow procedures should she have concerns about a child's welfare. Checks are completed on all household members to ensure they are suitable. The childminder's husband is her assistant, she has not yet used him in this capacity, however, she demonstrates a good understanding of how she will ensure that he complies with all her policies and procedures. She supervises children well to keep them safe and completes daily risk assessments, to identify and minimise risks to children.

The childminder maintains her professional development and has completed basic training, including first aid and child protection. She also updates her knowledge through specific courses, such as food hygiene and use of treasure baskets. The childminder has a good understanding of her strengths and areas to develop because she is reflective about her practice. She takes advice from the local authority advisors and implements any recommendations made by them. She also involves parents in this process, using their views to reflect on and consider how she can change and improve, to meet the needs of their children. This means that the quality of provision for children continually improves. Monitoring of the educational programme is also effective and ensures children make good progress.

Partnerships with parents are strong and they have access to a wide range of information about their children's learning and development. Parents comment positively about the childminder stating that their child 'is always excited to see you' and 'really enjoys

spending time at your home'. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs keep parents well informed, together with her overview about where children are in their learning. Close links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development, to ensure and promote their progression. However, links with the nursery for children who have just started are not yet as strong. This does not always fully promote continuity in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461434
Local authority	Stockton on Tees
Inspection number	920632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	3
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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