

Inspection date

Previous inspection date

20/11/2013

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

- The childminder has developed positive relationships with the children. She provides a welcoming and friendly environment, where children feel happy and secure.
- The childminder has a suitable understanding of her responsibilities to safeguard children. She is clear about the procedures to follow should she have a concern about a child in her care. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Children have daily opportunities for fresh air and exercise, which supports their health and physical needs.

It is not yet good because

- 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.
- 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 use information gathered to inform her planning.
- Self-evaluation does not fully take into account the views of parents and children and does not yet focus sufficiently on teaching and learning.
- Opportunities for children to gain an understanding of difference and diversity in the world are not well embedded through the resources available to them in their 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 had a tour of the premises and observed children playing.
- The inspector observed a specific activity planned by the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals and a selection of records, policies and procedures.
- The inspector also took account of the views of parents in letters provided for the inspection.

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 parts of the Childcare Register. She lives with her husband and three children aged 13 years, 12 years and seven months in the Spennymoor area of Durham. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden available for outdoor play.

The childminder attends local toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder provides care all year round from 7am to 6pm, Monday to Friday, except family holidays. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions.

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 on-going 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:

- provide further opportunities for parents and children to contribute to the self-evaluation of the setting and use their views effectively to help raise the quality of practice and the level of children's achievements over time
- increase resources that reflect today's diverse society and review the way in which these are used to help children gain a better understanding of the wider world.

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 and resources to support children in making steady progress in their learning. She is beginning to 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. However, 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.

Children's communication and language skills are suitably encouraged as the childminder talks to them as they play, offering a running commentary of what is happening. The childminder also sensitively minimises the use of dummies to further encourage children's language development. Consequently, their vocabulary is increasing as new words are introduced. For example, she encourages them to name the musical instruments they enjoy playing, as well as introducing new words to them, such as 'shakers' and 'drums'. Alongside this, the childminder models how to use the musical instruments correctly and helps them to count as they negotiate the stepping stones on the musical floor mat. The childminder appropriately supports them in making their own shakers using cereal and plastic bottles. Children have suitable opportunities to play with different materials, such as paints, pens and crayons to develop their early writing skills. The childminder recognises that children enjoy exploring different textures, such as, flour and dough and ensures these are readily available. Children are suitably supported in learning about taking turns and sharing. The childminder understands that children sometimes find this difficult, particularly when they are tired, but she remains consistent in her approach to teach them how to manage this. Children are developing suitable physical and self-care skills. For example, the childminder encourages children to dress and undress themselves, supporting them in putting on their own hats, coats and shoes. In addition, they go on regular walks to the local shops and park. This helps to raise their awareness of the surrounding area. The childminder provides suitable opportunities for the children to socialise with others as they attend daily playgroup sessions. Consequently, children are beginning to learn the necessary skills to prepare them for the next stage in their learning.

The childminder discusses children's progress and achievements with their parents. She makes children's written learning journals available to them and shares verbal information on a daily basis about what their children have been doing while in her care. However, processes to fully involve parents in identifying children's starting points and for sharing ongoing observations of children's learning are not sufficiently embedded. This impedes the childminder's ability 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

Even though children are very new to the setting they demonstrate that they feel emotionally secure with the childminder, as a result of the care and support she gives to them. The childminder recognises the needs of the individual children as she responds to their different gestures, for example, she gives them their comforter when they are tired. Children settle quickly into the setting as the childminder offers short visits, initially with parents, which she gradually extends as the children become more familiar with the setting. She finds out about routines and the likes and dislikes of children before they start. Consequently, the childminder can follow the same routines in the setting and ensure she can meet the needs of all the children in her care. She shows an interest in what they are doing and is supportive of them. As a result, children respond positively to the childminder and are happy and settled in her care.

Children's behaviour is managed appropriately and positive strategies to support this are in place. Consequently, they are beginning to know what is expected of them and understand the need to share the toys and to be kind to each other. They are starting to follow simple house rules, such as, removing their shoes indoors and helping tidy up toys. The childminder discusses behaviour management with parents and agrees strategies to be followed. She is considerate and fair in her approach. For example, she recognises that some children find it difficult to sit at the table to eat but she gently perseveres in order to engage them. They learn good manners by the childminder consistently modelling the use of 'please' and 'thank you'. The childminder praises them for their efforts. This helps children develop confidence and self-esteem and as a result, they behave well. The childminder regularly rotates the toys and resources to ensure that children remain interested. However, resources which depict positive images of diversity and the wider world are more limited. As a result, children do not fully develop a positive view about other cultures or disability. Children are developing an understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder ensures that they have balanced nutritional meals, which are planned to incorporate the preferences of different children. Children wash their hands before meals, after using the toilet and playing outside.

Children have daily opportunities to develop their physical skills and enjoy fresh air. They regularly visit local parks and play areas and play outdoors in the childminder's garden. Children are beginning to learn about how to keep themselves safe. For example, the childminder carefully explains to them the importance of being securely strapped into their pushchairs and car seats. Children attend sessions at local community groups to help develop their social skills and mix with others. In addition, they accompany older children as they walk to and from 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 understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, children are safeguarded

appropriately. The childminder has all of the relevant documentation in place to ensure that children are kept safe and secure. She has completed relevant training in child protection and first aid. The childminder is aware of the signs to alert her to any child protection concerns and to whom these should be reported. She also knows what action to take in the event of children becoming injured or ill. Children's safety is appropriately promoted by the childminder. She has carried out risk assessments for her premises and for outings. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder understands the importance of monitoring the educational programmes to ensure that she provides a broad range of experiences, to help children make progress their learning. She has a sound understanding of the seven areas of learning. She is beginning to implement suitable systems to observe and assess children's learning and development. However, these are in the early stages of development. Some next steps are highlighted and the childminder is beginning to use these to plan a varied and challenging learning experience for all children. The childminder demonstrates an appropriate commitment to continuous improvement. She has recently joined the local network and is developing links with experienced childminders, to share ideas. The childminder recognises there is capacity for improving the planning and observations and the range of some resources. She has begun to evaluate her practice and uses some self-evaluation. However, there is scope to further develop self-evaluation, for example, by more fully involving children and parents in order to identify all strengths and areas for improvement.

Overall, the childminder has developed positive relationships with parents. Parents receive daily feedback of their children's care needs and what they have enjoyed during their day. The childminder provides parents with information about her service and her policies when they first start. She understands the importance of sharing information between providers when children attend more than one setting and is developing close links with the local school. For example, she knows the school is working with children to help develop their counting skills so incorporates lots of opportunities for children to count in her setting. The childminder understands her role in carrying out the progress check at two and where to obtain additional support for children, if needed.

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	EY463838
Local authority	Durham
Inspection number	922962
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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