

Inspection date

19/11/2013

Previous inspection date

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

- Children's learning and development is effectively promoted as the childminder plans activities based on children's interests and supports them effectively so that they make good progress in their learning.
- The childminder is enthusiastic and caring. She is proactive and keen to develop her knowledge and understanding further by attending relevant childcare courses, so that children learning and development needs are well met.
- The childminder provides a warm, welcoming environment, which enables children to build secure attachments with her. As a result, they smile and show obvious delight and pleasure when they spend time with her.
- The childminder supports children's emerging speaking skills very well. She provides close interaction, responds to what they do and say and introduces new words during activities to help them learn.

It is not yet outstanding because

- Opportunities to build on children's independence further have not been fully developed to support them in making independent choices 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 made observations of the children while they were engaged in activities in the childminders home.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector took account of parent's views, through written documentation they had provided for the inspection.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's suitability and qualifications and discussed her improvement plan.

Inspector

Anthea Errington

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children. The whole of the downstairs of the house is used for childminding in addition to the bathroom on the first floor. The family has two cats.

The childminder attends toddler groups and activities within the local community and visits the local shops and parks on a regular basis. She collects children from the local schools. There are currently three children on roll, of whom, two are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 8am to 6.30pm, 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:

- enhance opportunities to further develop children's independence, for example by labelling toys and resources using words as well as pictures to support them in making confident choices.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the learning and development requirements and how young children learn. She provides a wide range of activities and experiences, covering all areas of learning. Children enjoy the time they spend in her home, freely selecting their own toys and equipment and developing curiosity about the toys they select. Through her own observations and information about children's starting points gained from parents, she builds a picture of their abilities from which to assess and plan their next steps in development across each of the areas of learning.

Throughout the week she plans a range of activities with clear aims and objectives to further support children in making good progress in their learning and development as well as their readiness for school, when the time comes. For example, she supports children in becoming more independent as they attempt to dress themselves and put on their own coats and shoes. In addition, she provides them with warm praise and encouragement which raises their self-esteem and makes them feel confident in their own abilities. Children's individual files, which contain photographs, observations and examples of their work, demonstrate that they are working well within the typical range of development expected for their age. They are making good progress in their overall learning.

The childminder uses identified next steps to ensure that children take part in a wide range of adult-led and child-initiated play. For example, she provides interesting activities to encourage children to participate in enjoyable activities which promotes their interest in the marks they make. They place their feet into the play dough and marvel at the shapes they make as well as discussing the texture and feel of the dough. The childminder supports children's emerging speaking skills very well. She responds to what they do and say and introduces new words during activities to help them learn. This supports children's communication skills well as they use descriptive language to describe the play dough. Children are confident to communicate and state it feels cold and bumpy as well as identifying the glitter they see in the mixture. The childminder uses good teaching techniques as she encourages the children's learning further. For example, as well as asking them to describe how it feels she asks them how many toes they can count in the imprint. Children happily respond and with support count along with her. This provides the children with the confidence to have a go for themselves and develops their early maths and counting skills. Children display confidence in their abilities, have their own ideas and choose their own ways to do things. For example, they take the play dough footprint they have made and place it on the warm radiator to dry out. The childminder skilfully uses this teaching opportunity to support their learning further as they discuss how the dough is beginning to dry out with the heat.

The childminder encourages children to make choices within their play and responds to what they want to do. Toys and resources are stored at child height. However, there is scope to provide greater opportunity for children to make independent choices in their play by labelling storage crates with words and pictures. The childminder recognises the short concentration span of younger children and responds well to this, readily changing or extending activities. Children are curious and with the childminder explore the texture and shape of shells. They display a great deal of imagination as they hold the shells up to their ears stating they can hear the sea. The childminder provides children with daily opportunities for energetic play encouraging young children to play outdoors, and she attends groups in the local area. This all helps to develop their understanding of nature and the world they live in and provides them with good opportunities to develop physically. Young children, through the use of the many interactive toys available, are able to listen to sounds as they press buttons, turn knobs and play with musical instruments. This helps children begin to develop an understanding of how things work. Children demonstrate an enthusiastic approach to learning, which effectively develops the key skills they need for the next steps in their learning when they move on to school.

The childminder has established good relationships with parents and keeps them informed about their child's care through verbal feedback and daily diaries with information about the activities they have taken part in. She encourages parents to make suggestions about the setting and is keen to be kept up-to-date with learning at home. This enables the childminder to effectively build this into her daily planning and ensure a full picture of children's learning and development is achieved. Parents are extremely positive with the care she provides their children. They state they welcome the homely caring environment she provides for their children in her home.

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

The childminder provides a warm, welcoming and friendly environment for all children and meets their emotional and physical needs well. Children smile with pleasure as they spend time with her and she is warm and caring towards them. Good settling-in procedures allow her to get to know the child and supports the child in becoming familiar with the her, to support the smooth transition between home and her care. She encourages their independence so they can take a role in routines and play activities. For example, preparing to go out to nursery, they attempt to put on their own coats and shoes. Her use of praise and encouragement enables children to develop very high levels of self-esteem. As a result, children are becoming more independent and have an ability to manage their own behaviour. They are extremely polite and considerate of both adults and children within the home. For example, they prepare and give 'make believe' drinks of juice to adults visiting them.

Children have built close attachments and bonds with the childminder and are supported appropriately to develop, learn and be emotionally ready for the next stage in their learning. Consistent routines are followed to help children develop a sense of belonging and to promote continuity of care. As a result, children are gaining a sense of security. Children benefit from the childminder's good support to learn about how to keep themselves and others safe. They know they must hold onto the buggy whilst out walking and help to pick up toys indoors to ensure clear pathways.

Children play in a child-friendly environment with clean, age-appropriate toys and equipment that effectively support their overall well-being and care. The environment promotes children's independence as toys and resources are made available to them. In addition, they select their own cups when they wish to drink and skilfully feed themselves at mealtimes. The childminder ensures children are provided with fresh, healthy meals and snacks during the day. Children independently help themselves to fresh fruit and skilfully peel the banana they have chosen. The childminder ensures information regarding children's allergies is obtained from parents at the onset of the placement providing continuity in meeting their physical needs. Hygienic procedures are followed and children wash their hands before meals and hold their hands up to smell them to demonstrate they are clean. This actively supports children's physical well-being and helps to ensure they develop an understanding of healthy lifestyles.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding, welfare, learning and development requirements. Information held by the childminder is effectively organised and written policies and procedures are in place. The childminder has a good knowledge of child protection issues, such as the signs of abuse and neglect and procedures to follow if she had a concern about a child in her care. This effectively protects children from harm. Written risk assessments, along with daily checks

and constant supervision of children ensures that risks to children in her care are minimised. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including children's details and attendance records. The childminder holds a current first aid certificate and is aware to keep written records of all medication administered to children. She has a first aid box, which is accessible at all times with appropriate content for use with children.

The childminder has written policies, which inform parents of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Although she has only been minding for a short time she has already begun to reflect on her practice in order to make continuous improvement for the children she cares for. For example, she gathers both parents and children's written views on the care she provides and encourages them to comment on improvements she can make. In addition, she values the contribution of local authority development workers to support her in making ongoing improvements. The childminder is proactive and keen to develop her knowledge and understanding further by attending relevant childcare courses and has arranged further training to improve her knowledge and teaching skills further. This all provides evidence of a commitment to continually improve her provision to improve the service for children.

The childminder demonstrates a good understanding of how children learn enabling her to plan effectively for each child's individual learning needs. Through effective planning and information gained from observations, she ensures the educational programmes she provides reflect children's needs and interests. As a result, she effectively plans activities that cover all areas of learning, which support and enhance children's skills. Partnership working with parents is good; consequently, children's individual needs are met through trusting and respectful relationships being fostered. Purposeful partnerships with other professionals delivering the Early Years Foundation Stage are developing and the childminder fully understands the importance of sharing information with them to ensure continuity of care and learning for children.

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	EY464287
Local authority	Durham
Inspection number	922761
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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