

## Inspection date

Previous inspection date

03/12/2013

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

- The quality of teaching is good. The childminder supports children well in their learning and engages them in a wide range of activities that interest them.
- The childminder has a good understanding of how to promote the safety and welfare of the children in her care. She minimises risks so that children are able to learn and play in a safe environment.
- Children develop strong bonds with the childminder and they demonstrate a sense of belonging. This contributes significantly to their well-being.
- The childminder has made a very positive start to her childminding career and is committed to continual improvement and to providing the best care for children.

### It is not yet outstanding because

- Arrangements are not yet fully in place to liaise with parents about what children are learning at home so this can be taken into account when planning activities to extend children's good learning even further.
- There is scope to extend the opportunities for children to explore and use media and materials so they can delight in and express themselves through sensory exploration and mess making.

## 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 viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant, the self-evaluation form and improvement plan.
- The inspector took account of the views of parents provided in written form.

## Inspector

Lindsey Pollock

## 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 in Norton, Stockton-On-Tees with her husband and two children aged six years and three years. All areas of the house except for the main bedroom are used for childminding. There is a rear garden for supervised play. The family have dogs, cats and rabbits as pets.

The childminder takes children on outings in the local community. She also takes children to local shops and parks. There are currently two children on roll of whom one is in the early years age group and attends for a variety of sessions. The childminder cares for children all year round, flexible hours, Monday to Saturday, 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:

- explore further ways to help parents share what children are learning at home to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- provide additional opportunities for children to express themselves through sensory exploration and mess making using natural materials and media, such as, paint, cornflour, water and dough.

### 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 how children develop and learn and the quality of teaching is good. She uses her knowledge to help her provide activities that are of interest to children and relevant to their development. For example, when children are keen to practise their crawling and walking skills she provides lots of space and sturdy objects for them to pull themselves up on. The childminder observes children and assess where they are in their development. This helps her to identify the next steps for their learning and plan activities to help them progress. The children's learning records are well documented and include lovely photographs of children having fun. These are shared with

parents so they are kept informed of their child's progress. However, there is scope to build on the strategies to strengthen parents' involvement in their child's learning. For example, by obtaining information from parents about what children have been learning and their achievements at home to further secure the learning process.

The childminder is successful in promoting children's communication and language. Her interaction with the children is good and she gives them her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and also uses gestures and facial expressions to communicate with them. Consequently, these youngest children learn that their voice and actions have effects on others and they babble confidently as they play. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. She talks to children about the world in which they live and uses the local community well to provide different learning experiences. The children love looking at books. The childminder responds well to this interest by providing a range of resources, such as, board and cloth books, which she reads to children, drawing their attention to the pictures. This is a lovely time when the children snuggle into the childminder as she reads to them, showing they feel safe, secure and happy. The childminder provides some opportunities for children to explore colour and texture, for example, through feeling the different materials in board books and talking about them. However, she has not extended this to enable children to express themselves through sensory exploration and mess making using natural materials and media, such as, paint, cornflour, water and dough. Children are encouraged to learn self-help skills early on to help them be as independent as possible. For example, the youngest children are encouraged to 'have a go' at feeding themselves and are soon able to do this successfully. The childminder builds their confidence to make their own choices by ensuring resources are easily accessible and allowing them the time and space to decide what they want to play with. All of this gives children the essential skills and attitudes needed for their future learning.

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

The childminder warmly welcomes children into her home and they demonstrate a strong sense of belonging and close attachment to her. She works closely with their parents to settle them in, gradually building up the time they are left in her care. As a result, children separate confidently from their parents and there is a happy, smooth transition between home and her care. The childminder recognises when children are tired, hungry or require their personal needs attending to and responds quickly to keep them comfortable. They snuggle into her when they are tired and when they look at books together. This gives them physical, psychological and emotional comfort.

The childminder successfully helps children to develop self-assurance. She supports and encourages them which enables them to gain confidence and try new things. For example, she gives them the time and space to crawl around exploring the environment, whilst staying nearby so they are reassured. She gives lots of praise to build their self-esteem and they smile proudly when she claps as they dance to the musical toys. She waits until

children are confident and settled before introducing new experiences, such as attendance at community groups, so they are not overwhelmed. She recognises that their eventual participation in these sessions with larger groups of children will help to prepare them for their transition into nursery and school. The childminder gives children the opportunities to practise what they can do in safe surroundings as she knows that the youngest children have little sense of danger. Even though very young, she includes them in conversations about road safety and in emergency evacuation drills so they develop an understanding of how to keep themselves safe.

The promotion of children's health is given good consideration. Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. Good standards of cleanliness are maintained throughout the childminding areas and toys and resources are washed regularly. The childminder has completed paediatric first aid training and is experienced and trained in administering medication in a caring role. This safeguards children and promotes their health and well-being. Children's physical development is supported well through activities to increase their control and coordination, such as, music, movement and by being outdoors in the fresh air.

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

The childminder successfully meets both the safeguarding and welfare requirements and the learning and development requirements of the Early Years foundation Stage. The childminder has a clear understanding of the signs of abuse and the procedures for reporting concerns, and has attended safeguarding training. Risk assessments are thorough and identify potential dangers to children and how they will be minimised. This means children are able to play and learn in a safe environment. Record keeping is well-organised and a good range of policies and procedures underpin the safe and efficient management of the provision. These are shared with parents so they are fully informed about the setting. All adults living in the home have been checked to ensure that they are suitable to be in contact with children and the childminder ensures that children are always within her sight. This further safeguards children. The childminder monitors the activities she provides to ensure she is covering all areas of learning and that they challenge children. She is starting to track children's progress and this already shows children are making good progress towards the early learning goals.

The childminder is keen to develop her provision so she can provide the best possible care for children. She is beginning to monitor and evaluate her provision through discussions with parents and by using the Ofsted self-evaluation form. This provides her with a good overview of her provision and enables her to identify clear targets for on-going development. Consequently, children benefit from a continually improving service.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have consistency of care. Parents are welcomed into the home and kept well informed about their child's day through daily conversations and

diaries. They speak highly of the service including comments, such as, 'we have been impressed with the childminder's dedication and professionalism'. Children do not currently attend any other early years settings, but the childminder is aware of the requirement to establish links with external agencies and other providers, when appropriate, to ensure progression and continuity of care and education.

### **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

<b>Unique reference number</b>	EY462416
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	923489
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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