

<b>Inspection date</b>	27/11/2013
Previous inspection date	22/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 welcoming and stimulating environment and the childminder's friendly approach, helps children to settle and enjoy their time in her care.
- The childminder has a very good understanding of how children learn, which ensures that each child is fully supported in making good progress in their learning and development.
- Very good relationships with parents have been formed. The childminder shares and exchanges information about children's care on a daily basis, to ensure their welfare needs are met well.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

#### **It is not yet outstanding because**

- Opportunities for parents to share information about what their children do at home and to contribute to their children's learning and development are in their early stages and not yet fully developed.

## 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, assistant and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation, including children's assessment records, planning documentation and policies and procedures.
- The inspector checked evidence of suitability and qualifications of those working with children, and the providers self-evaluation form.
- The inspector observed activities in the main playroom and inspected the outdoor play areas.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

The childminder was registered in 2006 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 17, 16 and 14 years in a house in the Peterlee area of County Durham and uses the whole of the ground floor and the rear garden for childminding. She attends a childminder group and the local children's centre. She also visits the local shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently seven children on roll, two are in the early years age group who attend for a variety of sessions and five are school-age children who attend before and after school. She operates all year round from 7am to 7pm, Monday to Friday, except for family holidays.

### What the setting needs to do to improve further

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

- develop partnerships with parents even further, to strengthen the link between children's achievements at home and at the setting, so that a complete picture of children's learning and development is maintained.

## Inspection judgements

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

The childminder knows the children in her care very well and successfully supports their learning and development. She provides a broad range of activities and experiences that capture children's interest and hold their attention. Observations and assessments are completed and these show that children are making good progress towards the early learning goals in all areas. Where the childminder identifies possible gaps in children's learning, steps are taken to give them additional support in these areas. The childminder makes good use of sessions at the local children's centre, such as toddler groups and music and movement sessions to complement the activities she offers at home. The childminder is aware of the importance of promoting children's learning in the prime areas to build their capacity for learning and ensures these are planned for. Consequently, children are prepared well for their transition into nursery and school because the childminder develops their skills for their future learning. The childminder organises her home and resources so there is a stimulating environment, which promotes children's learning well.

The childminder allows children the time and space to choose what they want to do at

their own pace. She knows when to intervene and support children in their play but is equally aware of when to step back and not take over. This develops children's natural curiosity to learn and encourages their confidence and concentration skills. For example, children freely access puzzles and start to complete these, then ask for the support of the childminder. She supports the children to ensure they are able to complete the puzzle and offers praise and encouragement. This develops children's self-esteem. Children's interests are actively responded to and extended. For example, one of the children enjoys playing with cars and garages. Additional resources are made available to him to explore the movement of cars on the various floor surfaces of her home. Children's language skills are positively encouraged through effective interaction. The childminder models clear language without discouraging their efforts, as children attempt to copy sounds and words. This means that younger children's developing speaking skills are well supported. The childminder recognises when children may need additional support in this area and works with parents to ensure that they get the help they need. The childminder provides good opportunities for children to be creative and imaginative. They have easy access to early writing and art and craft resources, such as paints and pencils, which help to develop their early writing skills. They learn about colour, numbers and mathematical concepts effectively through routine events and planned activities.

The childminder discusses children's progress, activities and achievements with their parents on a daily basis. She also shares the photographs in their scrapbooks and observation and assessment records with them. However, opportunities for parents to contribute information about their children's learning and progress at home, are in the early stages. This means that this strategy has yet to be embedded to ensure that the childminder maintains a complete picture of children's learning and development.

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

Children settle in well and form strong attachments to the childminder because their well-being is nurtured through effective provision for their personal, social and emotional development. The childminder finds out about their care routines, individual needs and preferences prior to them starting to attend. She gathers detailed information from parents and continues to share information on a daily basis. Consequently, she is fully aware of individual children's abilities and preferences, and considers these when planning activities and learning experiences. Children's smooth transitions to the local nursery are well supported which supports their emotional well-being.

Children's physical skills are well supported as they undertake activities and outings that help them to keep fit and provide them with physical challenge. For example, they visit soft play areas and local parks where they can climb, balance and negotiate obstacles. Consequently, they gain confidence as they practise a range of movements and begin to judge risks for themselves.

Younger children demonstrate high levels of confidence in the childminder's care and their developing independence is well supported as they undertake their hand-washing routines. High standards of hygiene are practised by the childminder, who provides a running commentary so that children learn the importance of hand washing. The

childminder encourages healthy lifestyles by providing children with a balanced diet and regular physical activity. Children behave well. The childminder has a positive approach to managing children behaviour which impacts extremely well on children's emotional development. The childminder provides a positive role model by her quiet calm approach. She supports children to share and take turns and reminds them of the rules and boundaries that are in place to keep them safe and happy. For example, children respond well to established routines and happily help to tidy up and sit down to eat their snack.

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

The childminder has a comprehensive knowledge and understanding of how to safeguard children, including the signs and symptoms of abuse and the procedure to follow in the case of such an event. The outdoor play area is kept safe with regular risk assessments undertaken. The childminder has completed paediatric first aid training, which enables her to respond appropriately in the event that a child has an accident. Children join in regular tidying up times, which ensures that the home is not cluttered and trip hazards are minimised. Children can therefore, learn and develop to their full potential because they feel safe and secure within the childminder's home.

The childminder evaluates her service well and makes detailed plans for future improvements. Parents' comments and children's needs, likes and dislikes inform the childminder's self-evaluation as she reflects critically on her strengths and weaknesses and has accessed a training over the last year. The childminder works well with parents to share a broad range of information to ensure children's individual needs are known and provided for, both in relation to care and their progress. This ensures that children's needs are catered for and they are safeguarded effectively.

Regular observations and assessments inform planning for individuals and groups of children. The childminder is aware of the importance of sharing this information when caring for children who attend more than one early years settings to promote continuity and cohesion. Children's individual progress is reviewed regularly in order to identify any potential gaps in learning. The childminder consistently monitors children's progress in relation to their starting points and can demonstrate her breadth of knowledge of learning styles. This ensures that children are developing well and enjoying what they do.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY335535
<b>Local authority</b>	Durham
<b>Inspection number</b>	941940
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/02/2013
<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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