

<b>Inspection date</b>	10/12/2013
Previous inspection date	10/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 childminder works in close and successful partnership with parents. This results in effective joint working to promote children's welfare and learning.
- The quality of teaching is good. The childminder provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, they make good progress.
- The childminder has a secure understanding of the safeguarding and welfare requirements and meets these well. This means children are safe and protected while in her care.
- The childminder has very good relationships with the children and close bonds and attachments are evident. As a result, children are confident and feel safe and secure in the childminder's care.

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

- There is scope to extend the educational programmes for mathematics and literacy even further by enhancing the learning environment.

## 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 of the childminder and household members.
- 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 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Consett. The whole ground floor of the house and the rear garden are used for childminding. The family has a cat.

The childminder attends a toddler group and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently four children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and has a level 3 qualification.

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

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

- display signs, symbols, notices, numbers and words where children can easily see them, to further help them to recognise numerals and know that print carries meaning.

## Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn. She uses this well to provide playful and enjoyable experiences for children, and the quality of teaching is good. As a result, children thoroughly enjoy the time they spend in her home and are excited and motivated to learn. She gathers information from parents about what their children are interested in and what they are doing at home. Alongside this, she uses her observations to identify where children are in their development. The childminder links these observations to the seven areas of learning and uses them effectively to identify the next steps in children's learning. Individual learning journals are in place for all children. These include photographs and observations of them at play. This helps the childminder to make accurate assessments of children's progress, including the required progress check when children are two years old. As a result of these successful systems, including the good partnership working with parents, children make good, and in some areas very good, progress in relation to their starting points.

The childminder interacts with sensitivity and skill in children's play. She steps in to make suggestions, offer encouragement and ask questions to keep children interested and involved. For example, as they sort blocks she talks to them about the numbers on them

and they have much fun placing, counting them and putting them in order. Children's communication and language is promoted well. The childminder talks quietly and calmly about everyday routines and what children are doing as they play, to help them make links with words and actions. Children ask 'why?' and the childminder patiently provides a simple explanation to help them understand. She talks with the children, repeating phrases and extending sentences as she helps them to clarify their thoughts and to help them hear correct pronunciations. She introduces new words, such as 'disappear', and children quickly learn to use these in context. Consequently, children are beginning to make sense of the world through questioning, describing and negotiating as their vocabulary increases. The childminder draws children's attention to numbers on toys and words in books. However, there is scope to extend this learning even further by creating an environment rich in signs, symbols, notices, numbers and words to help them to recognise numerals and know that print carries meaning. The childminder carefully selects community groups to take children to so their learning can be further extended. For example, they enjoy joining in with well-planned sessions at the local children's centre and the library, participating in messy activities, story rhymes and singing sessions. As well as accessing additional learning opportunities, this gives children the chance to play in larger groups in preparation for school and nursery.

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

The childminder has good procedures in place for settling children into her care. For example, she spends time getting to know them and their parents and seeks lots of information about children's routines, likes and dislikes. She makes certain that this exchange of information is maintained throughout children's time with her. This helps children to feel comfortable and secure from the start, and enables her to provide individualised care while they are with her. The childminder is warm and caring and children demonstrate a strong sense of belonging and close attachment to her. They are very much 'at home' and comfortable in the setting. Parents indicate their children look forward to going to the childminder's house and are often reluctant to go home because they are having such a good time.

Children's work is proudly displayed in the dining area. This shows how the childminder values their efforts, which helps to raise children's self-esteem. She supports children in learning how to behave well, working closely with parents to maintain a consistent approach. Consequently, children are learning about acceptable behaviour and know what is expected of them. For example, they know they must sit at the table when eating, hold the childminder's hand when out walking, and remind the inspector that 'sharing is caring'. The childminder takes children to groups and on outings and, as a result, they learn how to adapt their behaviour to different social situations. This prepares them well for the transition to nursery and school. The childminder teaches children how to keep themselves safe through practical guidance at home and learning about road safety on walks. As they get older, the childminder talks to children so they learn how to respond effectively in an emergency. For example, how and when they should dial 999 and who they should seek help from.

The childminder promotes children's health well. She maintains high standards of hygiene

and teaches children about the importance of hand washing. She ensures children benefit from lots of outdoor play in the garden and nearby parks. This helps to promote their physical development very well. She provides healthy meals and snacks for children as requested by parents, and is aware of dietary needs and preferences, such as children who are vegetarians. She encourages children to develop an interest in healthy eating through actively involving them preparing nutritious foods and providing sociable mealtimes, during which they talk about what they are eating. Consequently, children are gaining a good understanding of what foods are good for them, are becoming more aware that choices have consequences, and are developing the social skills that will prepare them for school.

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

The childminder demonstrates a firm understanding of the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. She is very aware of her responsibility to keep children safe indoors, outdoors and on outings, and does this successfully. Children are appropriately supervised at all times and good steps are taken to minimise potential dangers. All adults living on the premises are vetted, and proof of the checks used to assess their suitability are available for inspection. The childminder attends safeguarding courses to support and update her understanding of child protection. Therefore, she is fully aware of her responsibilities for protecting children, knows the signs and symptoms of abuse and what to do if she is concerned that a child is at risk. Documentation required for the safe and efficient management of the provision, such as attendance records and children's personal records, is very well organised and up to date. The childminder has good systems in place to ensure planning and assessment are consistent, precise and give her an accurate understanding of where children are in their development.

The childminder demonstrates a good commitment to further improve the quality of children's care and learning. Since her last inspection she has gained a level 3 qualification in childcare and education. She also attends frequent training with the local authority and reads early years publications. She acts constructively on recommendations made at her inspections and participates positively throughout the inspection process. Parents' and children's views are sought and taken into consideration when adapting her service. Consequently, children benefit from a continually improving service.

The childminder establishes very good partnerships with parents. She provides them with a wide range of information, including her policies and procedures, and shares information about their children on a daily basis. This keeps them informed of the provision and their child's care. Parents speak very highly of the care their children receive and say that they would 'highly recommend' her childminding service and that she 'goes the extra mile'. The childminder has secure links with the local nursery which the children attend. This enables her to effectively complement the learning that takes place in other aspects of the children's lives.

### **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>	EY365265
<b>Local authority</b>	Durham
<b>Inspection number</b>	878513
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/02/2009
<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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