

Inspection date	09/12/2013
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good. The childminder has a very good understanding of how children learn. She works very closely with parents from the start to affectively assess children's starting points and support their ongoing learning. As a result, children make very good progress in their learning and development.
- Children are happy and settled with the childminder and form close bonds with her. This supports their personal, social and emotional development and helps them to feel safe and secure in her care.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in a warm and welcoming environment that promotes their safety and well-being.
- Children's speaking skills are very good; they confidently express themselves and show good levels of curiosity and imagination. This is supported well by the childminder who introduces new words and gives children plenty of time to express their ideas.

It is not yet outstanding because

- There is scope to build on children's recognition and understanding of the written word within the environment, for example, by labelling resources.
- Opportunities for children to further develop their independence and self-care skills for example, by helping to prepare their own snacks are not consistently implemented.

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 looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
The inspector checked evidence of suitability and qualifications of the childminder.
- She took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged eight and three years in Eaglescliffe. The whole of the ground floor, the first floor small and main bedroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, 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:

- develop further children's understanding of written words for example, by using labels for resources

- extend opportunities for children to further develop their independence and self-care skills by encouraging them to be involved in the preparation of snacks and meals.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and she uses this well to provide children with a wide range of interesting and challenging activities across all areas of learning. The childminder has a very good understanding of the importance of working closely with parents and she obtains detailed information from them at the start about children's interests, development and routines. This, combined with her own observations, enables her to accurately assess children's starting points. The childminder records children's ongoing observations in detailed learning journals. These include photographs and observations of children's activities which are linked to the areas of learning. The childminder uses these to effectively plan activities which are based on children's interests and next steps in learning. Termly assessments which are shared with parents, enable the childminder to identify any gaps in children's learning and prioritise areas for development. In addition, parents contribute fully to these enabling the childminder to use the information provided by parents to further support children's ongoing learning. This effectively promotes continuity in learning for children and supports them to make very good progress and develop the skills necessary for their next stage in

learning at nursery or school.

The childminder has a good understanding of the characteristics of effective learning. In addition she clearly knows the children well and combines this with effective teaching to support children's learning. For example, during a planned activity to make shakers the childminder encourages young children to try and fill the bottle with rice. She supports them as they try to do this using their fingers and then enhances their learning as she talks about what else they might use to make it easier. Following this, she supports them to make paper funnels and to use a spoon to pour the rice in. This not only supports children's hand to eye coordination but encourages children's early problem solving skills as she encourages them to try and fit the funnel into the bottle. The childminder introduces numbers and mathematical language into the children's play well, for example, as they spoon the rice into the bottle, the childminder counts aloud each spoonful. This helps children to learn in a fun way as they repeat the numbers after her.

Children's language skills are promoted very well and they are confident communicators. For example, as they use scissors young children form short sentences as they explain, 'I am cutting'. The childminder supports children's language skills naturally as she engages with them in their play. For example, she encourages them to tell her who they are talking to 'on the phone' and to describe what they are doing. She introduces words such as, 'pull and push' into their play and supports their understanding of colours as she asks them, 'would you like the green car or the yellow one?' Children have easy access to a wide range of books and take part in planned story time sessions to develop their literacy skills. However, there is scope to further improve the children's understanding of the written word within the childminder's home, for example, by labelling the boxes of resources. Children have very good opportunities to learn about the world around them, for example, they take care of caterpillars and watch them as they go through the different stages and then release them as butterflies. They also have good opportunities to learn about the wider world, through planned activities such as celebrating Diwali.

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

Children are clearly happy and settled as the childminder provides a warm, welcoming and friendly environment. This supports children's emotional well-being and results in children who are confident, motivated and active learners. This is evident as they approach visitors to proudly show their work and they make independent choices about what they want to play with. Children behave well in the childminder's care because the childminder has a good understanding of the importance of using age appropriate techniques to reinforce positive behaviour. In addition, she works very closely with parents to ensure consistency. This further helps children to learn right from wrong.

Children's good health is promoted well by the childminder. They have regular opportunities for fresh air and exercise and the childminder implements effective daily routines for example, hand washing before snack. The childminder provides healthy and nutritious meals which take into account children's dietary requirements. Children learn

about keeping healthy, through discussion and planned activities such as, fruit tasting and growing beans in the garden. However, there is scope to build on children's independence at snack time, for example, by encouraging them to help to prepare fruit. Children play in a safe, clean and well-kept home. Resources are plentiful and mostly stored in low-level boxes so that children can make independent choices about their play. Children have good opportunities to learn about keeping safe in the childminder's care. This is through planned activities, such as practising road safety and fire drills and discussions about topics, such as not touching unfamiliar dogs.

Children's well-being is enhanced through positive partnerships with parents. The childminder gathers important information from parents at the start, such as children's dietary requirements and daily routines and invites children for settling-in sessions. This helps the childminder to gain a good understanding of their individual needs and helps children to feel secure in her care. The childminder supports children's transitions to other settings well. For example, young children become familiar with other settings through discussions about nursery and as they accompanying older children to school each day. In addition, they attend regular play groups where they are able to further develop their confidence and socialise with their peers.

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

The childminder organises her setting very well. She has a good understanding of her responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, all required documentation is in place, including written policies and procedures which are used effectively to underpin the childminder's strong practice. The childminder has completed relevant safeguarding training and as a result, has a good understanding of the issues surrounding child protection and procedures to follow if she had a concern about a child in her care. Detailed written risk assessments are in place, along with appropriate safety procedures, such as using stair gates, cupboard locks and close supervision of children. This means that any potential risks to children are effectively identified and minimised to reduce the risk of accidental injury to children. All adults within the childminder's home have completed the relevant checks to ensure that they are suitable to be around children, this further safeguards children.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She makes very good use of her observations and planning to ensure that all areas of learning are covered and that children are making very good progress towards the early learning goals, in relation to their starting points. The childminder has completed detailed progress checks for children aged two years. These are shared with parents and are used to ensure that any gaps in children's learning are quickly identified. This means that activities can be focused to where children need the most support. The childminder demonstrates a very positive attitude towards her childminding. She is committed to attending relevant training and has

obtained feedback from parents through questionnaires. This has been used effectively to further strengthen her partnerships with parents, for example, by sharing further information about children's daily routines to enhance consistency of care for children. The childminder has completed the Ofsted self-evaluation form and has addressed all of the recommendations raised at the previous inspection. This includes, developing her resources to promote children's awareness of differences and improving her systems for planning for the individual children. This demonstrates a positive attitude towards continuous improvement.

Partnerships with parents are very positive and parents speak highly of the care and learning she provides for all children. For example, they state she is, 'an excellent childminder' and has played a 'major part in their child's development'. The childminder ensures that parents are kept well informed about the service she provides. For example, important information, such as a poster informing visitors not to take photographs and Ofsted's contact details, is clearly displayed for parents to see. In addition, parents receive copies of all policies and procedures at the start. Daily diaries are used to good effect to ensure that parents remain up-to-date about their child's care and activities each day. The childminder has a good understanding of the importance of working with other providers of the Early Years Foundation Stage. For example, she meets regularly with nursery staff to discuss children's progress and the activities they have taken part in. This helps to promote continuity of learning and care for children who attend more than one setting.

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	EY298933
Local authority	Stockton on Tees
Inspection number	877853
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	29/04/2009
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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