

**Inspection date**

06/12/2013

Previous inspection date

13/01/2010

**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**

- The childminder meets children's individual needs very well. Children are happy and settled and form strong bonds with her. This supports their emotional well-being well.
- The childminder has a secure understanding of her role and responsibilities with regard to safeguarding children and keeping them safe. She has implemented detailed written policies, procedures and risk assessments which underpin her practice.
- The childminder has a good understanding of how young children learn through play. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, this helps children make good progress.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good.

**It is not yet outstanding because**

- There is scope to further enhance opportunities for all parents to share information about their children's learning and development at home, so that the childminder can use this information to maximise children's learning.
- There is scope to develop resources for babies and young children so that they can use a range of open-ended natural and textured resources, which encourage children to learn using all of their senses.

## 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 compulsory part 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 children at appropriate times throughout the inspection.
- The inspector observed activities in the downstairs rooms of the childminder's home
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning diaries and a sample of policies and procedures.
- The inspector observed a specific activity planned by the childminder.
- The inspector took account of the views of parents through written questionnaires left for the inspection.

## Inspector

Karen Tervit

## Full report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged six and 10 years in a house in Bearpark, Durham. The whole of the ground floor and the rear garden are used for childminding. The childminder attends several toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am 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:

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning
- expand opportunities for children to explore a wider range of natural materials and sensory experiences, for example, by introducing treasure baskets enabling them to investigate different sounds and textures.

## Inspection judgements

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

The childminder has a very good understanding of how children learn and develop through play. She provides a stimulating environment giving all children the opportunity to make good progress, ensuring they are well prepared for the next stage of learning or for school. The childminder considers the children's age, stage of development and interests when planning experiences. For example, she ensures that babies have plenty of space to practise their walking and crawling skills. When older children enjoy making owls at toddler group, she takes them to the local nature reserve to see real owls. Children have access to a wide range of resources. However, the range of everyday objects available, such as treasure baskets, so young children can explore and investigate using all their senses is more limited.

The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. She is skilled at encouraging children to 'have a go'. Consequently, they persevere as they press and cut the play dough into different shapes. They enjoy fixing things with the drill and the childminder effectively supports them in thinking about which handle fits which tool.

Their communication skills are fostered well through a wide range of activities, including songs and rhymes, resulting in competent speakers and listeners. The childminder sits on the floor with children as they look at books together. Children confidently name the many characters in the story and the equipment that they use. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate toddler groups to help develop children's social skills. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. Consequently, children develop the essential skills and attitudes needed for their future learning.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check at age two, however, due to the age of children in her care she has not yet had to complete this assessment. Parents comment that they are happy with the progress their children make in their learning and development. The childminder talks to parents during their initial visits to gain children's starting points. This enables her to provide experiences that build on their current achievements, while having fun. Each child has an individual learning diary, which includes observations and a summary of the good progress they are making while in the childminder's care. These are regularly shared with parents so they are kept informed of their child's progress. However, there is scope to build on this to strengthen parents' involvement in their child's learning. For example, by obtaining information from parents about what children have been learning at home to further secure the learning process.

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

Children settle quickly into the setting as the childminder offers short visits, initially with parents, which she gradually extends as the children become more familiar with the setting. She finds out about their routines and their likes and dislikes before they start. Consequently, the childminder can follow the same routines in her home and meet the needs of all the children in her care. The environment provided is warm and caring, which supports children's feelings of security and belonging. As a result, children are well settled and have clearly formed secure relationships with the childminder. Parents comment that children 'receive lots of attention and cuddles'.

Children have access to a clean and suitably organised environment. Many resources are stored in low-level canvas boxes on cubed shelving in the dedicated playroom, which helps to promote children's independence. The childminder is in the process of labelling these with pictures and words so children know what they contain, further promoting their ability to choose what they want to play with. Displays of colourful posters and examples of the children's work helps to provide a welcoming environment, promotes self-esteem and helps to develop a sense of belonging for the children. Children learn to play together with the childminder encouraging them in sharing and turn taking. She also attends community groups so that she can support children to play alongside each other and develop their confidence in larger groups. The childminder manages children's behaviour in a consistent and calm way, ensuring all children receive her attention. They behave

well, recognising boundaries and responding to expectations. Their good behaviour is promoted through purposeful praise and encouragement provided by the childminder, so enhancing their self-confidence and self-esteem. For example, children smile broadly when they receive 'the thumbs up' for counting their play dough sausages correctly.

The childminder promotes children's health and well-being. She takes children out every day, enabling them to be physically active and benefit from fresh air. Parents provide healthy packed lunches for their children with the childminder storing and heating these appropriately. The childminder constantly reminds children about the importance of drinking plenty to remain healthy. Through the childminder's good role modelling and gentle reminders children gain a good understanding of health and personal care issues, such as hand washing after using the toilet. Children learn to act in a safe manner. For example, she involves them in regular fire evacuation practices and she talks to them about road safety on outings. Young children are successfully kept safe when out walking by holding onto the buggy or the childminder's hand

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. She understands her responsibilities, in relation to safeguarding and has attended recent training. She has clear policies in place and she knows who to contact if she had a concern about a child in her care. Necessary checks for the childminder and her family have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Children are kept safe inside and outside as the childminder carries out thorough risk assessments so as to identify and minimise potential hazards. The childminder has a valid first-aid certificate and knows how to deal with accidents and injuries.

The childminder consistently monitors and evaluates the play and learning she provides, which ensures that children's good progress is maintained. She recognises the importance of professional development and has achieved a childcare qualification at Level 3 since her last inspection. She has also attended recent training through the local authority and acts upon their advice and support. The childminder recognises the importance of self-evaluation and has identified key strengths and areas for improvement within her provision. She collects parents' and children's views through regular discussions and questionnaires, which ensures they are involved in the process of improvement. She has positively addressed the recommendations from her last inspection and is committed and keen to maintain continuous improvement.

Partnerships with parents are good. The childminder encourages a two-way discussion between herself and parents at handover times. She completes written learning diaries and often sends photographs home of activities children have particularly enjoyed. Parents share what they know about their children before they attend, completing all required consents and documentation. The childminder understands the importance of working

with other settings and professionals involved in children's care and learning in order to promote continuity in children's care.

### **The Childcare Register**

The requirements for the compulsory 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>	EY396670
<b>Local authority</b>	Durham
<b>Inspection number</b>	879279
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2010
<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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