

Inspection date	11/12/2013
Previous inspection date	14/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder is warm and caring and provides a welcoming environment in which to care for children. This gives children a sense of security and belonging, and supports their emotional well-being.
- Effective steps are to keep children healthy. Suitable standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection.
- The premises are safe and secure and the childminder is confident about the procedures to follow should she have concerns about children's welfare.

It is not yet good because

- The childminder does not closely monitor how well she is promoting the educational programmes or how children are progressing towards the early learning goals. This does not ensure children are supported to make the best possible progress.
- The current organisation of some toys and resources means that children are unable to independently select what they what to play with.
- Self-evaluation systems are not sufficiently focused on teaching and learning. Therefore, they do not identify clear priorities and plans to bring about improvements in children's achievements.
- Arrangements are not 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 learning to good.

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 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Coxhoe. The whole ground floor of the house, the bathroom on the first floor and the rear yard are used for childminding.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools. There are currently seven children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems to monitor the delivery of the educational programmes and children's development, to ensure all aspects of each area of learning are fully covered and to obtain an accurate assessment of each child's skills, abilities and progress.

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

- improve the way in which resources are organised to make them more accessible for all children, so they make their own choices and develop their independence
- implement rigorous and effective systems for self-evaluation to identify areas for improvement in teaching and learning, and to set challenging targets to overcome weaknesses
- encourage parents to contribute information about what children do at home and school, and use this shared knowledge to plan together and think through ideas of how to move the child forward in their learning.

Inspection judgements

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

The provision for children's learning and development requires improvement to ensure the quality of teaching is good. The childminder observes children's progress and makes some records of these. However, although she does assess where children are in their development, these do not show a precise and accurate picture of what children are able to do across the seven areas of learning. This means children's next steps are not securely identified and results in some activities lacking a good level of challenge. This does not help children to make better than satisfactory progress and be as ready as they can be for starting school. Despite this, children are happy and appear to enjoy their time with the childminder, and most activities generally capture children's interest. Parents indicate they are happy with the range of activities provided for their children. The childminder shares some information with them about children's learning through daily diaries and verbal exchanges. However, they are not consistently given opportunities to share information about their child's learning at home, so this can be used to further enhance planning.

The childminder interacts well with the children and gives them her full attention. She promotes their language development by talking clearly to them and repeating words, so they hear them pronounced correctly. Consequently, the youngest children enjoy exploring and experimenting with sounds and are beginning to use single words to convey simple messages. As they get older, the childminder supports them in using language as a means of sharing feelings, experiences and thoughts. She provides a variety of familiar resources reflecting everyday life, such as kitchen equipment, which encourages children to use their imagination and make-believe. The childminder supplements activities by taking children to local community groups. This also gives children the opportunity of playing in larger groups, learning to adapt their behaviour in preparation for starting nursery and school.

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

The childminder is warm and caring, and close bonds and attachments between her and the children are evident. One parent comments that their child is 'a very happy baby after her day with the childminder'. The childminder helps children to make the transition from home into her care by making sure she gathers information from parents about their child's individual needs. Children are clearly settled and comfortable with her, demonstrated as they smile and giggle as she talks to them and as they cuddle into her when they wake from sleeping.

At times the childminder is good at promoting children's self-help skills and emerging independence. For example, children are encouraged to feed themselves and drink from a cup from a young age, and as they get older, manage their personal care. However, she does not consistently follow this good practice. Some toys and resources are currently arranged in such a way that it is impossible for children to see what is available to them. This limits the choices they can make and means they are unable to get things for themselves. This does not help children to develop the self-assurance to be even more independent. The childminder's positive role modelling and patient explanations help children begin the process of learning socially acceptable behaviour, and parents speak positively about the way in which the childminder manages this. She talks to children about how to keep themselves safe, for example, reinforcing road safety and involving them in emergency evacuation practises. This enables them to develop an awareness of

how to keep themselves safe.

All childminding areas are clean to help reduce the risk of cross-infection, and effective procedures are undertaken to help prevent the spread of infection. Suitable provision is made for children to exercise and enjoy the fresh air. The childminder takes children out daily and uses local parks so they can benefit from using a range of different equipment. Any snacks or meals provided are healthy, and children are given sufficient drinks to ensure they are hydrated.

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

The childminder meets safeguarding and welfare requirements. She completes child protection training so she knows the correct procedures to follow should she have concerns about any of the children in her care. Risk assessments are completed and steps taken to make sure hazards to children are minimised. The childminder has completed first aid training. As a result, she is able to treat children appropriately in the event of an accident. Required documentation to help maintain the safe and efficient management of the setting is in place. For example, an accurate record of the hours of children's attendance is kept, along with a record of any accidents that occur while children are in the childminder's care. Checks have been completed on the adults in the home to ensure they are suitable. The systems to monitor the delivery of the educational programmes are not thorough enough to ensure all aspects of each area of learning are fully covered. Although this does not have a significant impact on children's learning and development, it means that the childminder cannot be certain she is helping children to make the best possible progress.

Through discussion, the childminder demonstrates a basic awareness of her strengths and areas for development. She recognises that her strengths are in making children feel settled, welcomed and safe, but that she needs to improve how she meets the learning and development requirements. However, the limited monitoring and evaluation of the provision fails to help her set challenging targets to bring about improvement so she can raise the quality of the provision.

Partnerships with parents are friendly and positive. This helps children to feel settled. Policies and procedures are shared with parents and this keeps them informed about the provision. The childminder also shares daily verbal and written information with parents about their children's welfare and care. Parents say 'we love reading the diary at the end of the day'. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage when this is appropriate, to support children's ongoing learning and development.

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	313605
Local authority	Durham
Inspection number	876929
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/01/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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