

Inspection date	16/12/2013
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	3
The contribution of the early years provision to the well-being of children	2	2
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- The childminder provides excellent opportunities for children to explore their local outdoor area. This offers them opportunities to develop positive attitudes to learning, take risks and understand, appreciate and care for the natural environment.
- The childminder continually reflects on the service she provides to create, maintain and improve her provision so that it meets the highest standards and offers the best experience for young children.
- Children are kept safe from harm. This is because the childminder has a good understanding of her role in safeguarding children and knows who to contact if she ever has concerns about a child.
- The childminder maintains ongoing dialogue with parents and encourages them to share children's learning at home. She uses this shared knowledge and understanding to plan together and think through ideas of how to move children forward in their learning.

It is not yet outstanding because

- There is room to strengthen teaching to further enhance children's ability to put two or more words together, in order for them to fully extend their expressive language skills.
- There is scope to improve children's independent access to displays to enable them to look at and talk about photographs of themselves and other children.

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 viewed all areas of the home used for childminding, including the outdoor environment.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the childminder's suitability and plans for further improvement of her service.
- The inspector observed teaching and learning activities in the living room area of the home and spoke to the childminder and children at appropriate times during the inspection.

Inspector

Nicola Jones

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 husband and children aged 10, eight and five years in Consett, County Durham. The whole of the downstairs and two bedrooms on the first floor are used for childminding. The family has a pet dog.

The childminder attends a toddler group and activities in her local area. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently six children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminder provides care all year round from 6am to 6pm, Monday to Friday, for 48 weeks of the year.

What the setting needs to do to improve further

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

- enhance the already good practice in developing children's expressive language skills by expanding on what they say and using additional words when responding

- extend the already good opportunities for children to develop independence skills by ensuring resources are positioned at child-height.

Inspection judgements

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

The childminder has very good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She uses this well to support young children's learning and has secure knowledge of their individual strengths and weaknesses. A wide range of interesting and challenging experiences are offered on a daily basis, across the seven areas of learning. Children enjoy freely exploring their environment and are well supported by the childminder, who interacts with them as they play. She arranges flexible indoor spaces and resources where children can explore, build, move and role play. As a result, children enjoy engaging in exploratory play and show curiosity about objects and equipment. The childminder plans first-hand experiences and challenges appropriate to the development of the children. For example, she makes excellent use of local forest areas where children explore natural objects, such as branches, twigs and ferns. Children bring the resources home and extend their learning by painting them and making their own Christmas tree. Consequently, children understand,

appreciate and care for the natural environment and develop positive attitudes to learning.

The quality of teaching is good and occasionally outstanding. Where practice is strong, the childminder supports the children to make dens and engage in imaginative role-play when they access local country parks, forest and reservoir areas. They dress up in costumes and follow 'sparkly trails', developing their communication and language skills by describing their experiences and talking about what is happening. The childminder has good awareness of strengths in children's learning and plans opportunities and experiences to extend learning. For example, she models words by repeating what children say. However, there is room to strengthen teaching to enhance children's already very good language skills further by expanding on what children say and adding additional words. The childminder supports children's early mathematical development very well. She encourages them to use counting as they play, such as, counting the number of ducks in a rhyming book and uses mathematical vocabulary to describe their models. For example, the childminder says 'Look at the big tower you have built' when children stack play dough pots on top of each other. A wealth of opportunities are provided for children to develop their physical skills. In the indoor environment, children manipulate play dough and hold crayons and chinks to make marks and jump up and down on a hopscotch mat. Outdoors, they enjoy blowing bubbles in the wind, go for walks in the wintry weather and make tree rubbings using paper and crayons. As a result, children make good progress in their learning and development. They develop a very good range of skills that prepare them well for the next stages of their learning, including school, when the times comes.

The childminder has a clear system to evidence, monitor and track children's learning through effective and accurate observations and assessments. This means she has a thorough understanding of each child's individual strengths and weaknesses and effectively plans activities and experiences based on their age and stage of development. The childminder completes daily diaries and maintains effective learning booklets for each child in her care. Parents have regular access to this information and they engage in two-way dialogue with her on a daily basis to keep them fully informed of their child's progress. They are actively encouraged to share their child's learning at home with the childminder, who effectively threads this through into her planning. This shared knowledge is used to draw up a clear picture of a child's development, effectively meeting their individual needs very well.

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

The childminder welcomes children and their families into her warm and friendly home. She provides a high standard of care and respects the individual wishes and requests of parents to meet all children's physical and emotional needs. As a result, children thoroughly enjoy the time they spend with the childminder and develop good attachments and relationships with both her and other members of her family. Parents spoken to on the day of inspection echo how well the childminder supports their child, making them feel 'like part of the family'. Good quality information is gathered from parents when children first start attending the childminder's home. 'All about me' information is completed and includes key information, such as, sleep routines, comforters, allergies and favourite

stories and rhymes. This supports children's emotional and physical well-being and ensures continuity in their care. Children are equally well supported when the time comes for them to move into nursery and school. The childminder regularly takes children to local schools where they spend time in the classroom environment. This helps them to feel comfortable in their new surroundings and supports them emotionally when they make the move.

The childminder provides a very good range of age-appropriate toys and equipment in the conservatory room of her home, which supports children's all-round development. She makes excellent use of features in her local area, such as, forests and parks to compliment children's learning and ensures they have regular opportunities to be physically active and exuberant. Good opportunities are provided for children to learn about the importance of a healthy diet. The childminder talks to the children about making healthy choices and encourages them to try new tastes and textures. She provides leaflets to further develop understanding, which supports children's physical well-being very well. Children are encouraged to be independent throughout each day. For example, children hang their coats on low level pegs in the hallway, try to put on their own shoes, wash their own hands and freely choose from toys and equipment available. However, occasionally, opportunities to develop children's independence skills even further are not provided. This is because some resources on display are not always fully accessible. For example, photographs of children playing in the childminder's home are located too high on the wall of the conservatory. This means that they cannot independently look at pictures of themselves and other children without relying on the childminder to pick them up.

The childminder talks gently to young children, gently cuddling them in and reassuring them they are safe. She reinforces messages of safety throughout the day, informing children why they should not place objects, such as, crayons in their mouths. This helps children to develop an awareness of safety and provides surroundings in which children have the freedom to move safely as they want. Children gain additional knowledge of safe practices when they go on outings with the childminder. They take risks, climb over uneven ground and support each other well. The childminder provides constant reassurance and supervises children very well, maintaining their safety and providing rules and boundaries for their play. As a result, children respect each other and gain a good understanding about what is acceptable behaviour. The childminder works very well with other professionals, such as, health visitors and parents to support children's behaviour. This helps maintain a joint approach in setting specific rules and boundaries for children, should the need arise.

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

The childminder creates a high quality environment which is safe and stimulating and where children are able to enjoy learning and grow in confidence. She fully understands her role and responsibility in keeping children safe and has attended safeguarding training to keep her knowledge up to date. For example, effective policies and procedures are now in place for the use of photographs and mobile phones. They are fully understood by the

childminder, parents and children and ensure all images taken are kept confidential and used only for professional purposes. All safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are understood by the childminder and are fully met. She ensures all areas of the home are risk assessed on a daily basis and ensures all potential hazards for outings are identified, especially for visits to the local reservoir and woodland areas. Outings are evaluated regularly and practice is reviewed, should new concerns come to light. This ensures children are fully protected and kept safe at all times.

The childminder maintains a good overview of the educational programmes she provides for children, both indoors and outdoors. She has acted upon recommendations at her previous inspection and effectively observes and assesses children and monitors the progress they make. This means that accurate information about children's achievements is obtained and clearly shows where intervention is required, supporting their individual needs well. The childminder is committed to attending training to improve her practice, demonstrating a strong drive to enhancing the service she provides. For example, she is keen to gain the 'Forest School' award to further her knowledge of the benefits of outdoor learning and support children's achievements over time. The childminder actively seeks the views of parents and children in identifying areas for improvement. She uses questionnaires and ongoing discussion and acts upon comments made about her provision. For example, when parents request their child sleeps in a buggy rather than a cot the childminder rearranged her provision to ensure quiet spaces were adopted in the living room area of her home. This supports children's physical well-being and provides continuity in their care.

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. The childminder has a selection of written comments from parents which demonstrate how satisfied they are. Parents make comments, such as, 'the childminder is brilliant with my child, she has a lovely family that they are part of. She is very friendly, trustworthy and flexible'. The childminder has good links with local services and attends toddler groups in her area. She knows how to access additional information from health professionals. This ensures interventions are secured, when required and children receive the support they need. She describes how she regularly meets and works alongside other childminders to enhance her knowledge and skills and further develop her service.

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	EY321498
Local authority	Durham
Inspection number	878083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	09/06/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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