

Inspection date	17/12/2013
Previous inspection date	15/05/2009

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 because the childminder provides effective support and challenge to children to promote their learning and development across all areas of learning.
- The childminder knows the children and their individual routines well. She provides good physical and emotional support for all children. As a result, they have developed close and caring relationships with her and have their individual needs met well.
- Partnerships with parents are good because the childminder keeps them well-informed, both through written information and daily verbal communication.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- The childminder demonstrates a positive attitude towards developing her practise through attending regular training. This helps to support improvements within the setting and enhances opportunities for children.

It is not yet outstanding because

- There is scope to enhance children's already good sense of belonging in the setting by displaying photographs of the children and examples of their work.

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 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 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children, one of whom is aged 14 years and twins aged 16 years in the Fairfield area of Stockton-On-Tees. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has dog and cat as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- display photographs of the children and examples of their work to enhance their sense of belonging and further develop their self-esteem.

Inspection judgements

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

Children are happy and content with the childminder. The childminder has attended regular relevant training and as a result, has a good knowledge of the areas of learning and how to support children's individual development. Each child has their own learning journal which include photographs of the children and examples of their work. The childminder makes good use of observations to assess children's stage of development across all areas of learning and effectively takes these into account with her flexible planning. As a result, assessment records show the continual journey of the children's progress, giving them a solid foundation in preparation for the next stage in their learning.

The childminder extends children's learning well as she sensitively joins in with all areas of their play. Children develop good communication skills as the childminder talks to them constantly. For example, as the children play with space rockets, she introduces words, such as 'open and close' into their play, reinforcing learning well as she models the actions alongside the words. The childminder supports young children to develop their hand to eye coordination as she provides them with a range of push button toys along with pencils and crayons which also encourage children to begin early mark making. Children further

develop their hand to eye coordination and begin to develop simple problem solving skills as they try to pull apart and fit back together toy spacemen. The childminder teaches them well; she models how to do it clearly explaining they need to 'pull and push' and gives them genuine praise when they are successful. Children remain engaged in their activity, and are clearly pleased when they are successful. This reinforces their learning and promotes their self-esteem. Through a combination of everyday and planned activities, the children learn about colour, shape and numbers, for example, the childminder uses a variety of coloured animals and corresponding coloured bowls to help children to further develop their understanding of colours and matching. Children thoroughly enjoy playing with the childminder's wide range of role play equipment, such as small world toys and toy kitchen and cooking equipment, this helps to develop their imaginative play.

Parents are fully encouraged to contribute to their child's initial assessment and share what they know about their child with the childminder. This helps the childminder to accurately assess children's starting points and helps to promote a positive partnership with parents that helps meet the needs of the children. The childminder continues to work well with parents, providing them with daily diaries of their child's learning and their next steps in development. Parents are encouraged to contribute information to these ensuring the effective sharing of information to support continuity of learning for children.

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

The childminder works with parents from the start to ensure that the settling-in process supports children's individual needs. For example, parents complete an 'All about me' form providing information about their child's routines, likes and dislikes and the childminder invites them for short settling-in visits. This ensures a smooth transition between the children's home and the childminder's care. Close, secure attachments are established between the childminder and children. This is evident as children communicate confidently with her to let her know what they want to play with for example, getting hold of her hand to lead her into the play room. In addition, their emotional well-being is supported well as they receive warmth and affection from the childminder. This results in, children developing close relationships and feeling safe and secure in her care. The childminder supports children's transitions to nursery and school well. Younger children accompany older children to nursery and school this helps to familiarise them with the setting. They also attend a wide range of toddler groups where the children learn to socialise with their peers and build relationships.

Children play happily in the childminder's home and have use of a dedicated play room. Resources and equipment are plentiful and of good quality, this effectively supports children's overall well-being and care. Children are mostly able to make independent choices about their play as the childminder stores the majority of her resources in low-level clear-labelled boxes. This helps children to make choices about what they want to play with and also supports them to learn that print carries meaning. However, there is scope to enhance children's already strong sense of belonging by displaying photographs of the children and examples of their work.

Children are developing self-help skills that are relative to their age and ability. For example, the childminder encourages children to put on their own shoes and coats and encourages them to help to tidy toys away. The childminder uses age-appropriate behaviour management techniques to promote positive behaviour and house rules are clearly displayed. As a result, children learn to respect each other and their toys. Children's good health and self-care is supported well. The childminder provides healthy meals and snacks which take into account children's dietary requirements. In addition, drinks are available to children at all times. The childminder supports children's understanding of healthy foods through planned activities, such as fruit tasting and planting and growing vegetables. Children have daily opportunities to be physical, for example, they go for walks and visit soft play areas where they are able to climb, run and jump. This further supports their good health. Gentle reminders from the childminder for children to be careful when moving between rooms along with practising road safety and regular fire drills, positively contribute to children developing a sense of danger and how to keep themselves safe.

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

The childminder is secure in her knowledge of the safeguarding and welfare requirements and is meeting these well. She demonstrates a good understanding of the indicators that would cause concern and the procedures to follow in order to protect children. Policies and documentation are well organised; for example, visitors' books, children's details and accident recording is effective to further protect children. Written risk assessments and a daily check list is in place, this ensures that hazards are minimised in order to reduce the risk of accidents to children. Children benefit from an effective range of safety measures, such as stair gates, fire alarms and keeping doors locked. The childminder ensures that all adults living within her home have been checked to ensure their suitability.

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, she plans and provides an effective indoor learning environment that supports children's development in all areas of learning. This supports children to make good progress towards the early learning goals. The childminder has not been required to complete a progress check for children aged two years however, she understands the role of this and is committed to completing this and sharing the information with parents when required. The childminder is positive about developing her understanding of good quality childcare through attending relevant training. She has begun to make use of the Ofsted self-evaluation form to monitor and evaluate her practice. In addition, she works closely with her local network and her early years advisor and, as a result, has a good understanding of her areas for development, such as improving her outside area for children. The childminder has positively addressed all of the recommendations raised at the previous inspection, this includes improving her procedures for observing children and obtaining consent from parents to take children in a vehicle. This demonstrates a positive attitude towards continuous improvement.

Positive partnerships with parents supports the childminder to meet the needs of all the

children. Parents are kept well informed about the service the childminder provides as they receive copies of her policies at the start and important information, such as the complaints procedure and the childminder's public liability insurance is displayed for them to see. The childminder gathers feedback from parents through questionnaires, this further helps her to evaluate her provision and identify areas for improvement. Feedback provided by parents is positive about the care and learning she provides for children. The childminder has developed close relationships with local pre-schools and schools. As a result, she is able to share information about children's individual progress and 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	EY373877
Local authority	Stockton on Tees
Inspection number	878681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15/05/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

