

Inspection date	18/12/2013
Previous inspection date	01/12/2009

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

- The childminder safeguards children well in the setting because she has a thorough knowledge and understanding of her role and responsibilities in keeping children safe from harm.
- Children's learning and development is effectively promoted as the childminder plans activities based on children's interests and supports them effectively so that they make good progress in their learning.
- Children have warm, happy and secure relationships with the childminder. This helps them to feel settled and secure.
- The childminder has a good relationship with parents. She communicates effectively with them and this means that the ongoing needs of the children are well met.

It is not yet outstanding because

- There is scope to strengthen the good working partnerships with other early years providers where children attend, to promote a more shared approach to children's ongoing learning.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

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 indoors.
- The inspector spoke with the childminder and children at appropriate times.
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals 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 in letters provided for the inspection.
- The inspector checked evidence of suitability of the childminder and her partner.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged five and two years in the Ingleby Barwick area of Stockton on Tees. The whole ground floor of the house, two of the first floor bedrooms and the rear garden are used for childminding. The family has a dog.

The childminder attends 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 six children on roll, two of whom 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 family holidays.

What the setting needs to do to improve further

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

- strengthen partnerships with other providers to fully ensure a shared and consistent approach to children's learning, for example, by developing the two-way exchange of information
- extend the opportunities for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

Inspection judgements

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

The childminder is confident in her understanding of how children learn and develop. She provides a wide range of enjoyable experiences across all areas of learning. She knows children and their families well. She works closely with parents to gather useful information about children's individual interests, preferences and abilities. This enables her to provide appropriate challenge through play activities, which in turn helps children make good progress in their learning and development. Consequently, children are interested and keen learners and are developing the skills they need to prepare them for their next stage of learning, such as moving on to nursery or school.

The childminder uses effective teaching methods to engage children and maintain their interest. She promotes children's communication and language skills through ongoing discussion, the introduction of new words, open questioning and the provision of well-

planned and skilfully delivered adult-led activities. For example, as children make decorations for the Christmas tree she asks them about the colours and shapes that they are using. She continually describes what she is doing as she sits with them. For example, she supports young children in painting their hands and making prints using different shaped sponges on the paper. She extends their vocabulary by giving the correct words to describe what they are doing. Alongside this, she models language for thinking, such as 'I wonder' and 'What do you think will happen?', as they scratch at the paper to reveal the different colours. The childminder is skilled at encouraging and supporting children to have a go at things; consequently, they persevere as they join the large plastic bricks together. 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 community groups to help develop children's social skills. Alongside this, she celebrates different festivals with children, such as Diwali, and she learns simple Hindu songs and words so she can communicate effectively with children. She supports and encourages children's good physical development, providing many opportunities for energetic play at soft play centres and at local parks.

Parents comment that they are happy with the progress their children make in their learning and development. The childminder shares written daily diaries, observations and assessments with parents, ensuring they are very well informed about children's activities and progress, and how best to support children's learning at home. She sets aside time outside her working hours to discuss children's progress with parents, often visiting them at home. Alongside this, she encourages them to share home observations and information about family outings and events so she can extend children's learning in connection with their interests. This means parents are actively involved in their children's learning.

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

The childminder provides an environment which helps children to feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. They separate from parents confidently, and parents say the childminder spends a lot of one-to-one time getting to know their child. The childminder responds well to children's emotional needs. She recognises when they need reassurance and comfort, particularly when other adults are present or they are attending a new community group. Children happily approach the childminder for cuddles and hugs. Lots of information is gathered from parents about their child's needs before they start, for example, what children are interested in and their sleeping and eating routines. Settling-in arrangements are very much tailored to individual children and families requirements. This helps to ensure a happy, smooth transition between home and her care.

Children's behaviour is good as the childminder has clear expectations, to which they respond very well. The childminder models positive behaviour. For example, she speaks in a calm, quiet manner and listens carefully when children talk. She uses good manners, such as saying 'please' and 'thank you', and offers meaningful praise. This helps build children's self-esteem and confidence. Children are fully engaged in their activities, with the childminder knowing when to step in and extend their learning. The childminder takes

children to carefully selected community groups so that she can support them to play alongside others and develop their confidence in larger groups. These skills prepare children well for the next stage in their learning.

Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, on outings she reinforces how to cross the road safely and children know to hold her hand. Children access the local environment on a regular basis and enjoy opportunities, such as visiting the local park to play on the large equipment. This helps them to develop an awareness of the importance of fresh air and exercise. Indoors, children have plenty of space to carry out their activities and move around with confidence. The childminder has set out her dining room as a playroom. Resources are mostly easily accessible and set out so that children can make their own choices, which develops their independence. However, not all the contents of boxes are visible or labelled to assist children in making even more informed independent choices. Colourful posters and words in children's home language are displayed, as well as children's artwork and information for parents. Consequently, children show a strong sense of belonging at the setting. The childminder's home is clean and safe. She takes good steps to minimise the risk of cross-infection and to promote children's good health. Children learn about good hygiene practices from an early age to help prevent the spread of infection. For example, children wash their hands and they are reminded to make sure their hands are 'germ free' before they eat meals and snacks. Children are developing a good understanding of the importance of leading a healthy lifestyle. They are encouraged to try new foods, such as turkey and vegetarian sausages. The childminder supports children in learning how to handle cutlery correctly and eat their meals at the table.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are well protected. She is successful in her ability to effectively promote children's well-being and support their learning. She closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well matched to their individual needs. Safeguarding policies and procedures are implemented well to promote children's welfare. For example, the childminder undertakes robust risk assessments that cover all aspects of the provision, both indoors and outdoors. This helps to minimise risks to children. Adult-to-child ratios are maintained at all times and children are effectively supervised to enhance their safety. The childminder also liaises with parents about certain aspects of safety relating to their children. For example, the childminder asks parents what equipment they use at home for children at mealtimes, in the car and on outings. There are a good range of policies and procedures in place that effectively underpin the childminder's practice, to further enhance children's safety and well-being.

The childminder maintains her professional development and has completed basic training, including first aid and child protection. She also updates her knowledge through specific local authority courses, researching on the internet and reading childcare publications. The

childminder has a good understanding of her strengths and areas to develop, and carefully reflects on her practice. She takes advice from the local authority advisers and has close links with other childminders, sharing good practice. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. She has positively addressed the recommendations made at her last inspection. For example, she now maintains an accurate record of children's attendance and has increased her resources which positively reflect difference and diversity. This means that the quality of provision for children continually improves.

Partnerships with parents are strong and they have access to a wide range of information about their children's learning and development. Parents comment positively about the childminder stating that 'children are very happy and look forward to going to the childminders' and 'the childminder is flexible and accommodating'. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs keep parents well informed, together with her overview about where children are in their learning. Close links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure and promote their progression. However, links with some providers are not yet as strong, for example, the other settings children attend. This does not fully promote continuity in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY392800
Local authority	Stockton on Tees
Inspection number	879164
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	01/12/2009
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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