

Inspection date

Previous inspection date

07/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress because the quality of teaching is good. The childminder provides experiences and activities that build on what children know and can do and which interest and excite them.
- Children enjoy warm and happy relationships with the childminder. This helps them to feel settled and secure and they clearly enjoy being in his care.
- The childminder has made a very positive start to his childminding career. He works very well with his co-childminder and is committed to continual improvement and to providing the best care for children.
- There are good steps to keep children healthy and safe. High standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection. The premises are safe and secure and procedures are in place should there be concerns about children's welfare.

It is not yet outstanding because

- Arrangements are not yet 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 good learning even further.
- There is scope to provide opportunities for children to move freely between the indoor and outdoor environment to enable them to choose where they wish to play.

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 and qualifications of the childminder, the self-evaluation form and improvement plan.
- The inspector took account of the views of parents provided in written form and those expressed during the inspection.

Inspector

Lindsey Pollock

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives his wife who is also a childminder and their children aged 14 and nine years in a house in Stockton-On-Tees. The whole of the ground floor is used for childminding. There is a garden for outdoor play.

The childminder attends toddler groups. He takes children on outings on a regular basis and takes and collects children from the local schools. There are currently 14 children on roll, of whom eight are in the early years age group and attend for a variety of sessions. He operates all year round, flexible hours, 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:

- encourage parents to contribute more information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- extend the opportunities for children to make choices about where they wish to play by, for example, enabling them to move freely between the indoor and outdoor environment.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children and the quality of teaching is good. The childminder works closely with his co-childminder to plan and provide stimulating activities that engage and motivate children. Thorough and accurate observations are carried out and this information is used to plan for children's next steps of learning. Children's progress is carefully monitored across all areas of learning to help identify any areas where children may need additional help and support. These robust and effective systems result in children making good and often very good progress in their learning and development.

The childminder provides a very good range of high quality resources that reflect children's interests, such as favourite books, role play equipment and interactive toys. He ensures toys are easily accessible so that children can choose what they want to play with and initiate their own ideas. The children love being outdoors and show much pleasure

and enjoyment when in this area. However, the childminder does not always take advantage of the chance to enable children to move freely between this area and indoors. This means some opportunities are missed to give children the ability to choose where they want to play. The childminder knows when to take a step back and not interrupt their play showing that he respects children's decisions. When it is appropriate to participate in children's play he does so wholeheartedly. For example, children are delighted when he joins in enthusiastically as they listen to his heart with a stethoscope and as they test his knee reflexes. They laugh and giggle and this role play becomes extended and sustained. The childminder uses activities, such as story times, well to promote children's communication and language. He reads clearly to them, asking them questions and giving them time to think about their answers. He points out words and letters to them so they can begin to understand that print carries meaning. Consequently, children are becoming skilful communicators and developing the skills to become readers.

Parents say they are very pleased with the learning and development provision and fully recognise the contribution the childminder makes towards their children's achievements. Learning journals are shared with parents and provide them with details of how their children are progressing. However, there is scope to build on the strategies to strengthen parents' involvement in their child's learning. For example, by obtaining information from parents about what children have been learning and achievements at home to further secure the learning process.

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. Children form strong bonds with the childminder and demonstrate they feel happy and safe in his care. The early transitions between home and the childminding provision are managed well. Parents are fully involved in this process and are encouraged to stay with their children while they settle in. Information about the children's development is gathered when they first begin through verbal discussion with parents and through completion of an 'all about me' form. Detailed information is also obtained about their personal care needs, such as their routine, food and sleep requirements. This means the childminder is well informed from the start and able to meet their individual needs.

The childminder is a good role model and his warmth and kindness helps children to develop a strong sense of security and belonging. He is caring in his manner and demonstrates a genuine interest and enthusiasm in his approach to the children. He takes time to talk and listen to what children have to say and this helps children to feel valued. The childminder teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. He gives them lots of praise and encouragement and this builds their self-esteem and confidence. The childminder takes children to groups and on outings and, as a result, they learn how to adapt their behaviour to different social situations. As well as providing a wealth of new and exciting experiences, this prepares them well for the transition to nursery and school.

The childminder supports children's understanding of how to keep themselves safe and healthy. He teaches them about fire safety through daily conversations and trips to the fire

station and constantly reminds them of sensible safety rules, such as crossing the road safely when they are out. Children's understanding of a healthy lifestyle is promoted well. They are encouraged to help prepare healthy snacks and meals and the childminder uses this opportunity to teach children about nutrition. The risk of cross-infection is minimised within the home with effective hand washing procedures and by keeping the premises and resources clean. Children's health is benefitted further by having daily access to physical play in the garden and on visits to nearby parks and nature areas. They learn about the effects of different weather, for example, as they have great fun looking for big puddles to splash in when out walking on a rainy day.

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

The childminder has made a very positive start to his childminding. He successfully meets the legal requirements of the Early Years Foundation Stage to ensure that children learn and develop well and are kept healthy and safe. Safeguarding procedures are robust and fully understood. This helps to make certain children are protected from harm and neglect. Children's physical safety is promoted well. The childminder maintains a safe environment, carrying out daily checks and regular risk assessments to ensure potential hazards are identified and minimised. Visitors are asked to sign in and children are well supervised. Both adults living in the home have been checked to ensure that they are suitable to be in contact with children. All required documentation is in place and organised well to support the smooth running of the setting and to ensure children's well-being. Good systems are in place to monitor activities to ensure these are sufficiently challenging and cover all areas of learning. Consequently, children are making good progress towards the early learning goals.

The childminder is determined to improve and develop the provision in order to provide the best possible care for children. He welcomes the advice and support of his experienced and qualified co-childminder and has a positive attitude to ensure a continuing improvement of his provision. The childminder actively encourages children's and parents' feedback to support the self-evaluation processes. He very much values parents' and children's thoughts and views and is happy to use these to help her improve the service. This benefits the children and their families.

Positive partnerships are in place with parents. The childminder shares information about the childminding provision and the Early Years Foundation Stage with parents. This advises them of how their children's welfare and safety is ensured and of how their learning is supported while in his care. The childminder informs parents about children's care through a daily exchange of both verbal and written information. Parents speak highly of the care provided and say that their children thoroughly enjoy their time with the childminder. The childminder strives to build links and effective communication with other early years providers. This ensures children's needs are met and there is continuity in their learning.

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	EY464760
Local authority	Stockton on Tees
Inspection number	926770
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	not applicable
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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