

Inspection date	07/01/2014
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quality of teaching is good. The childminder provides a welcoming, stimulating learning environment and a good range of play experiences and activities that reflect children's individual interests and learning styles.
- The childminder is warm and caring. She develops a genuine bond with children, which helps them to feel confident and safe and develop a strong sense of belonging.
- Partnerships with parents are effective and they speak highly of the care and attention their children receive.
- The childminder's safeguarding procedures are robust and rigorous, and good steps are taken to reduce potential dangers. This means that children are well protected and kept safe.

It is not yet outstanding because

- There is scope to strengthen the links 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 and her co-childminder.
- 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 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a childminder, and two children aged 14 and nine years in Stockton-On-Tees. The whole ground floor of the house is used for childminding. There is a garden for outdoor play.

The childminder attends toddler groups and takes children on outings on a regular basis. She takes and collects children from the local schools. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, except Bank Holidays and family holidays. Hours of operation are flexible.

What the setting needs to do to improve further

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

- strengthen opportunities for 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 play make choices about where they wish to play; for example, enable 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 good understanding of the learning and development requirements of the Early Years Foundation Stage, and the quality of teaching is good. Procedures for observation and assessment are effective in identifying where children are in their development and their next steps in learning. The activity planning is clearly linked to these next steps and to children's changing interests. Therefore, activities engage and challenge children and they make good and often very good progress in all areas of their learning. As well as ongoing tracking of children's development, the childminder completes a comprehensive progress check at age two to help with the early identification of any areas for concern in children's development.

The childminder provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future

learning and the move to school. The rooms are welcoming and inviting, with high quality equipment and well-chosen resources to promote learning. Activities are closely monitored to ensure all areas of learning are covered, while recognising that the prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn. The childminder plans times and opportunities for children to develop spoken language through conversing with them on a one-to-one basis and in small groups. She gives them time to initiate conversations and respects their thinking time. She links language throughout their play, for example, in action songs and role play, and as they participate in everyday activities, such as getting ready for snack time and preparing to play outdoors.

The childminder provides an environment rich in signs and words, and links sounds to letters as she engages with children. Consequently, children are becoming skilful communicators and are beginning to understand that print carries meaning, demonstrating this as they confidently find their name card on their arrival. The childminder is very skilful at encouraging children to make their own choices to develop their confidence and independence. For example, she encourages them to choose what they want for snack, what filling they want for their sandwich and what toys they want to play with. However, she does not always take advantage of the fact that the layout of her provision would allow for them to easily move freely between the indoor and outdoor areas. This means some opportunities are missed to give children additional choice, the chance to do things in different ways and on different scales, and to give them additional contact with the weather, seasons and the natural world.

The childminder is keen to involve parents in children's learning as much as possible and provides daily written details and verbal information of what children have done while in her care. However, there is scope to develop this joint working further to help children make even more progress in their learning and development by encouraging parents to provide more details about what children have been doing at home.

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

The childminder has close attachments with children in her care. Each co-childminder takes on a key person role for individual children, however, children are clearly happy and settled in the care of either childminder and approach both of them with affection. This creates a positive emotional environment to support children's learning and development, and consequently they are confident to explore and try out new things. The childminder takes account of children's individual needs when organising settling-in visits, and works closely with parents to make this an easy, trouble-free process. Home visits are undertaken if needed to give the childminder further insight into children's needs and so she can work closely in partnership with parents. The childminder values children's individuality. This results in children have a strong sense of belonging and knowing they are accepted for who they are.

The childminder has clear procedures outlining how she will respond to changes in children's behaviour. Consistent boundaries are in place and are discussed with children as they get older. Children are taught about the importance of being kind to each other and

are supported to share and take turns. Older children are encouraged to help their younger peers and to engage in activities, such as reading stories to them. Both parties clearly enjoy this, which demonstrates the bond between the group. Parents comment positively about the opportunities their child has to be with children of different ages, and feel this helps to prepare them for their transition into school. The childminder recognises the importance of letting children have a go at doing things for themselves to build their confidence and independence. She encourages them to take responsibility and to join in by helping with manageable tasks, such as tidying up and helping to prepare lunch. As they get older, they manage their personal care well and are able to do simple tasks, such as putting on their coats and shoes. This helps them to have the necessary practical skills to help them settle quickly into school and be ready to learn in that environment. The childminder teaches children about how to keep themselves safe through talking to them about road safety and the importance of staying close to her when out walking. Enjoyable trips to the fire station help to reinforce their understanding of fire safety and promotes their understanding of the world.

The childminder promotes children's health well. She teaches them about the importance of hand washing and healthy eating as part of her daily routines. Children participate in food preparation so they learn what foods are good for them while having lots of fun. All childminding areas are clean and maintained to high standards, which helps to reduce the risk of cross-infection and keeps children safe. The childminder takes children out daily on outings and into the garden area so they can benefit from the fresh air as they play.

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

The childminder is an experienced and qualified childcare practitioner. She has a very good understanding of the requirements of the Early Years Foundation Stage. These are successfully met to ensure children learn and develop well and are kept healthy and safe. The childminder is knowledgeable about child protection procedures. She is aware of the signs that may indicate that a child's welfare is being compromised and knows the correct steps she must take to refer any concerns. The childminder carries out effective, daily risk assessments. These help her to identify potential dangers for her premises and also for outings, such as routine trips to the park, school runs and special outings. This ensures children are protected from harm. Children are closely supervised at all times and both adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder works closely with her co-childminder to monitor the learning and development provision to ensure this is helping children to make good progress in relation to their starting points.

The childminder works with her co-childminder to continually reflect on the provision and see how improvements can be made. She welcomes and seeks parents' views, both verbally and through questionnaires, to help her make ongoing, meaningful improvements to practice. She also values children's opinions and involves them in the evaluation process through talking to them and observing how they enjoy the activities. Older children complete their own questionnaires. This demonstrates a determination to continually

improve and shows how much the views of children and parents are valued. The childminder liaises with her co-childminder to evaluate both her own and his practice. This helps to identify strengths and areas for development, and provides mutual support and encouragement for each other's professional development.

Partnerships with parents are positive and trusting. The childminder liaises closely with them to ensure children's individual needs are met and to promote continuity of care. 'All about me' forms are updated regularly by parents to ensure the childminder has correct information. Parents' written and verbal comments indicate their high satisfaction with the childminding service, and they say that they 'have and will continue to recommend the service to friends and family'. Parents are encouraged to read the childminder's written policies and procedures. This helps to keep them fully informed of the provision. The childminder endeavours to work in partnership with other early years provisions and is increasingly successful in doing so. She is keen to continue to develop this area of her practice as she fully recognises the importance of liaising with these provisions to support children's care and learning. She demonstrates a good understanding of the importance of working in partnerships with other agencies, if required, to ensure children get the best possible support to reach their full potential.

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	EY430459
Local authority	Stockton on Tees
Inspection number	853093
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	01/12/2011
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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