

Inspection date	09/01/2014
Previous inspection date	11/05/2009

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

- Children's well-being and individual care is supported well. They have close relationships with the childminder and her assistant. This promotes their sense of belonging and security in their care.
- The childminder is experienced and committed to her role. She updates her knowledge through attending relevant training and works closely with other professionals to help her to develop and improve her practice.
- The childminder provides a good and fun range of activities that interest and motivate children, both within her home and at local groups. As a result, children are keen to engage and are making good progress.
- The childminder has a secure understanding of how to promote children's good health and to keep them safe. Her home is well maintained, all potential hazards are minimised and therefore children can move around the ground floor freely.

It is not yet outstanding because

- There is room to develop children's awareness of available resources, thereby enabling them to make further independent choices and build on their already good learning
- There is scope to make better use of available published guidance to track and assess children's in order to further develop their good progress.

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, her assistant 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 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who works as her assistant in a house in Browney, near Durham. The whole of the ground floor and the rear garden of the childminder's home are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am until 8.50am and then from 1.30pm to 9.30pm, Monday to Friday, 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:

- expand on the use of available published guidance to track and assess children's development milestones in order to further support children's good progress
- develop children's independence further, for example, by ensuring that they are aware of all available resources so that they can make further independent choices about their play.

Inspection judgements

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

The childminder is committed to her role and is developing a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She provides children with a good range of fun activities that cover all areas of learning. Close working with parents from the start means that she is able to obtain information about children's starting points and interests and use this to inform her planning. The childminder has completed colourful learning journals for the children which includes a wealth of photographs, examples of their work and observations of their learning. These are used well by the childminder to plan activities which are based on the children's next steps in learning and interests. In addition the childminder has carried out progress checks for children aged two years. This helps to ensure that any gaps in children's learning are identified. However, although the childminder does use available published guidance to track children's progress. There is scope to improve this in order to further build on children's good progress in preparation for starting school. The childminder understands the importance of working closely in partnership with parents to support children's learning. Parents receive regular information about their children's

progress through verbal feedback, text messaging and access to their child's individual learning journal.

The childminder clearly knows the children well and this is combined with effective teaching to support their individual learning needs. She supports children's communication skills well as she engages in their play, for example, encouraging them to name colours, objects and to retell stories they have read. Children's language is extended as she introduces new colours to them, such as silver and helps children to understand that they can make more colours by mixing them together. As a result, children are confident and articulate. The childminder helps children to develop their early literacy and handwriting skills, for example, as she writes their name she spells out the letters and gives children praise when they try to copy her.

Children have good opportunities to develop their physical skills, both inside and outside of the home. For example, outside they go on walks to the park where they can climb, swing and run around. Inside of the home, they enjoy a range of activities to help to develop their hand to eye coordination and support their creative skills, such as holding paint brushes, using glue sticks and crayons. Children learn about counting through everyday activities, for example, as they play with toy animals the childminder asks them, 'how many giraffes do you have?' The childminder provides children with regular opportunities to express their own thoughts and to problem solve through imaginative play. For example, she encourages children to try and fit the roof onto the doll's house. The younger children clearly enjoy playing with the older children and this helps to develop their social skills and promotes their personal, social and emotional development. For example, all of the children dress up and re-enact favourite stories, such as 'Alice in Wonderland'.

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

The children have clearly developed close relationships with the childminder and her assistant and are happy and settled in their care. The childminder and her assistant are friendly and attentive to the children. This supports children's emotional well-being and results in children who are active and motivated learners. This is evident as children remain engaged in activities for extended periods of time. Children show they are confident in the childminder's care as they move around the space independently and make confident choices about what they want to play with from the available resources. For example, after bringing resources into the living room they confidently state that they, 'need more' and go off to select them. However, although the childminder rotates her resources regularly there is scope to improve the organisation of resources so that children are aware of and can select resources which are not as easily available on that day.

The childminder discusses the children's individual needs from the start with parents. She gains parents details, emergency contacts, discusses any concerns that they may have and documents any allergies, likes and dislikes. She also offers a settling-in period. This helps children to cope well with the move from home to an unfamiliar setting and gives the childminder a good starting point from which to base her care. Children's behaviour is

good as the childminder implements appropriate house rules and provides praise and encouragement to help children to learn right from wrong. The walls display colourful examples of the children's work including, an 'all about me' section and photographs of the children. This helps children to develop a good sense of belonging and promotes their self-esteem. The childminder supports children's transitions to other settings well. For example, she takes children to regular play groups where they are able to develop their confidence and socialise with their peers. In addition, she encourages children to develop their self-care skills, such as putting on their own slippers and talks to them about nursery. As a result, children are clearly excited and enjoy talking to the inspector about their move to the 'big school'.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. They visit local parks and play outdoors in the garden. Consistent daily routines, such as hand washing help children to learn about keeping safe, and even young children state that 'they must wash their hands'. The childminder provides children with healthy meals and snacks which take into account any dietary needs. This further supports children's good health. The childminder enables children to play safely through her close supervision and guidance. Alongside this, children learn to keep safe through daily routines, such as practising road safety and their involvement in the regular fire drill practices. Discussion prior to going on outings, helps children to understand the rules and to keep safe outside of the home.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding and welfare requirements. She has attended relevant child protection training and as a result, has a secure knowledge of the signs and symptoms of abuse and the procedures to follow should she have any concerns. The childminder has a current first aid qualification and keeps written records of all medication administered to children. The childminder carries out a daily check of the home and garden to make sure that there are no hazards for children while in her care. This is supported by a full written risk assessment and appropriate safety equipment, such as cupboard locks and stair gates. Recently reviewed written policies and procedures are in place and followed by the childminder to ensure children's welfare is effectively safeguarded and promoted.

The childminder ensures the educational programmes she provides cover all the areas of learning through reflecting on her observations of children learning and her planning. She demonstrates a positive attitude towards evaluating and improving her practice. She works alongside local authority advisors and has made good use of the Ofsted self-evaluation form to identify her areas of development. In addition, she reflects on her practice with her assistant and obtains feedback from children and parents. All of the recommendations raised at the previous inspection have been addressed, this includes, developing her safeguarding policy to include allegations made against herself or her assistant. This helps to ensure continuous improvement which supports children's overall care and learning.

The childminder builds good relationships with parents. As a result, feedback from parents is very positive, they say that the childminder and her assistant are 'fantastic' and that they 'go the extra mile'. Parents receive copies of the childminder's policies at the start, this means that they are well informed about how she works. The childminder also works at the local school and as a result, has developed close relationships with the staff. She shares information about children's individual care and development with the relevant teachers. This helps to promote continuity for children who attend more than one setting.

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	EY217805
Local authority	Durham
Inspection number	877362
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/05/2009
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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