

Inspection date

Previous inspection date

09/01/2014

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

- The quality of teaching is good. The childminder provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, they make good progress.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in a warm and welcoming environment that promotes their safety and well-being.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good.
- The childminder works closely with the parents to support children's ongoing progress.

It is not yet outstanding because

- The outdoor environment does not always give children the opportunity to fully explore and investigate the natural world.
- Displays and books do not yet include photographs of children's families, familiar events and favourite people to further promote children's conversations as they move towards excellence in their learning.

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 viewed the premises, toys and equipment.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
- The inspector observed a specific activity planned by the childminder.
The inspector checked evidence of suitability and qualifications of the childminder.
- She took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 19, 10 and eight years in Ingleby Barwick, Stockton on Tees. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends community groups and activities at the local children's centre. She collects children from the local schools and pre-schools. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. Children attend for a variety of sessions. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance the opportunities for young children to independently observe and explore the natural world, for example, by providing chimes, streamers, windmills and bubbles to investigate the effects of wind
- extend the educational programme for communication and language even further by using familiar photographs to introduce new words and encourage responses from children.

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. She works closely with parents from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with initial observations to identify children's starting points. Individual learning journals are in place for all children; these include photographs, examples of children's work and observations of them at play. These are linked to the areas of learning and are used effectively to identify the next steps in children's learning and assess their progress. Children relish looking at their own learning journals, telling adults about activities they have particularly enjoyed. However, children have fewer opportunities to look at books or displays of photographs of their families, friends and favourite people. Consequently, their conversational skills are not always fully promoted.

The childminder positively encourages children to freely access the range of well-organised resources following their interests to support their learning. Consequently, children are being well prepared for the next stage in their learning. The childminder supports children appropriately in their play, encouraging them to find out about things and explore things themselves, helping them as needed without taking over or directing. Consequently, they are developing well in confidence and independence showing good concentration as they become engrossed in their play. For example, children particularly like setting up the farm with the different animals and fences. The childminder shows genuine enthusiasm when they succeed in successfully naming the animals. She then effectively extends children's learning as they 'think together' about which animals give us wool and eggs. Children enjoy using scissors and paint as they make patterns linking to their celebrations of Chinese New Year. Children show effective characteristics of learning as they remain focused on this activity for extended periods of time. They chat to each other as they name the different shapes they are making and colours they are using. They proudly show adults the fish they have made using glue and tissue paper. Children independently choose books from the attractive display. They enjoy listening to stories the childminder reads to them and are developing their phonetic vocabulary. The childminder often sends favourite books home with them to share with their parents. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. The childminder skilfully encourages children to 'have a go'. Consequently, children learn to negotiate the steps on the sturdy wooden climbing frame in the garden and confidently crawl through the tunnel. However, the garden, for young children in particular, does not yet mirror the very good indoor provision. For example, by allowing them to explore and investigate the natural world through the use of chimes, streamers, windmills and bubbles to see the effects of wind.

The childminder works closely with the parents, involving them successfully in the children's learning through discussion, and through the regular sharing of the children's records. The childminder implements the progress check at age two effectively, working alongside parents to ensure children make good progress within the prime areas of learning. Parents very much contribute to children's daily diaries offering lots of information about their learning at home, which the childminder uses to inform her planning. In addition, parents and the childminder agree relevant areas to develop, to support children in the provision and at home, such as developing their sharing and turn taking skills. Parents comment positively about the range of activities offered.

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

The childminder provides a bright, welcoming and safe environment for children in her care. She offers carefully planned settling-in sessions before children start. Alongside this, she finds out all about the children from their parents, including their routines and care needs. She also gets lots of information from settings children previously attended. As a result, children form strong, positive and secure relationships with the childminder and her family. Children's behaviour is good as the childminder models positive behaviour. For example, the childminder speaks in a calm, quiet manner and listens closely when children

talk. She uses good manners, such as saying please and thank you. Consequently, children say 'excuse me please' when they want to get past an adult. The childminder gives positive praise at every opportunity, which increases children's confidence and self-esteem. For example, they smile widely when the childminder says well done for naming the different farm animals.

The childminder supports children well to develop the confidence and necessary skills they need as they move onto the next stage in their learning at nursery or school. This is done through everyday routines, such as sensitively encouraging children to use the bathroom independently and put on their own coats and shoes. Alongside this, she reads books about starting school and talks to children about the process to promote conversations and raise their awareness. She also accesses regular sessions at community groups to help children mix with larger groups and develop their social skills.

Children develop a good understanding of healthy lifestyles because the childminder ensures that they receive regular outdoor and indoor activities that promote exercise. They are developing a good understanding of the importance of eating healthy foods. The childminder provides healthy meals and snacks for children. She often involves them in preparing these, for example, they make their own pizzas. The childminder chats to them as they eat, encouraging them to try new foods each week, such as beansprouts and cucumber. Children are cared for in a clean home environment, which is risk assessed effectively. This ensures that the children can safely explore the environment and resources. The playroom and conservatory are set up so children can independently access a wide range of toys and activities. Children's artwork is proudly displayed giving them a sense of belonging. Children learn about risks and how to manage them. For example, the childminder teaches them how to handle scissors safely. Children learn about road safety and children confidently explain to adults about needing to stop to look and listen for traffic before crossing the road. Consequently, children are learning how to keep themselves safe when on outings.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding is given high priority. The childminder has a thorough understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns. She talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation is all very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. This reassures parents that their children are safe and well cared for. Consequently, children are well protected. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings. These reduce the chance of any accidental injury.

The childminder has a good understanding of her responsibility in meeting the learning

and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. She carefully reflects on activities and uses this information, along with her secure knowledge of child development and children's interests to help with future planning. The childminder supports children to take part in a good range of child-initiated and adult-led experiences, which are interesting and varied. Parents' and children's views are sought. For example, the childminder asks parents to give her their views about her setting and discusses with the children what they enjoy doing. She then links these comments to her own evaluation of her setting and is always looking to make improvements. The childminder has made a positive start to her childminding career. For example, she acts upon the advice of the local authority advisors and has attended a good amount of training, which she uses to inform her practice. She is proactive in seeking information from other good childcare providers and reading childcare publications to support children's learning. She is aware of her areas for further development. For example, she is currently introducing daily activities to promote children's understanding of the importance of healthy eating. This further promotes children's well-being.

Partnerships with parents are good and they have access to a wide range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress and they receive detailed informative daily diaries 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. For example, she works closely with the nursery children attend to help promote children's understanding of phonics. Parents comment positively on the close links the childminder has with other settings children attend.

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	EY463624
Local authority	Stockton on Tees
Inspection number	927942
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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