

Inspection date	13/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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. Children are motivated to learn because the childminder provides a wide range of stimulating activities which are matched to their individual interests and needs.
- The childminder has a calm, caring approach towards the children. As a result, they demonstrate they feel safe and secure in her care.
- The arrangements for safeguarding children are well established and effective policies and procedures are in place to keep them safe from harm.
- The childminder has made a very positive start to her childminding career and is committed to continual improvement and to providing the best care for children.

It is not yet outstanding because

- There is scope to strengthen the links with parents and other early years providers about what children are learning at home and other settings so this can be taken into account when planning activities, to extend children's good learning even further.
- There is scope to extend the educational programmes for mathematics and literacy even further by enhancing the learning environment.

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 household members.
- The inspector observed play and learning activities inside the home.

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. She lives with her partner and their children aged four and two years in a house in Darlington. The whole of the ground floor, the rear bedroom and the bathroom on the first floor are used for childminding. There is an outdoor play area.

The childminder attends community groups with the children. She visits the shops and park on a regular basis. She collects children from a local nursery. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round offering flexible hours, except for 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:

- strengthen the partnerships with parents and other providers of the Early Years Foundation Stage so that information about what children have been doing at home and other settings is exchanged. Use this shared knowledge to plan together and think through ideas about how to move children even further forward in their learning
- provide further opportunities for children to recognise numerals and know that print carries meaning, for example, by displaying numbers, labels and words where children can easily see them.

Inspection judgements

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

The quality of teaching is good. Children's learning and development is significantly enhanced by the childminder and they learn a wide range of skills to support them in their future learning. She has a very good understanding of how to capture children's enthusiasm and recognises fully that children learn through play. For example, when children develop an interest in torches she provides a dark den where they have great fun experimenting with light and shadows. She joins in with them as they pretend they are 'star gazing', teaching them the names of the stars in the sky. The childminder has introduced secure systems for observing children's play and assessing their development so she can plan successfully for the next steps in their learning. She obtains information from parents before their children start about what their child can do and about the

children's favourite activities and interests. Her activities are fully evaluated so that she knows what children have enjoyed and how they have promoted children's learning. The childminder is keen to involve parents 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 childminder promotes children's communication and language very well. She talks to the children constantly, introducing new words and phrases. She asks developmentally appropriate questions so that children can extend their vocabulary further. She makes the most of times, such as nappy changing, and when bottle feeding to give babies her full attention, talking to them and giving them eye contact. They respond happily, babbling and smiling at her. She listens to what children say and gives them time to think about what they want to say. This shows her respect for them and builds their self esteem. She allows them time and space to play without intervening unnecessarily. This results in children having a 'can do' attitude and being able to demonstrate sustained concentration. For example, although she initiates the 'den' play, she takes a step back when appropriate to allow the children to follow their own ideas. A wide range of resources are provided, such as paint, dough and natural materials, so that children can delight in sensory exploration. She is skilful at adapting activities so all children can join in and enjoy the play. For example, she recognises that some children are reluctant to get 'messy' and adapts the painting activity so they are keen to participate and feel included.

The childminder works hard to create an environment that is stimulating but still homely. She provides good quality resources to support children's learning that are easily accessible to encourage children to make choices and be independent. However, there is scope to extend the educational programmes for literacy and for mathematics even further, for example, by displaying print and numbers so that children begin to recognise these.

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

The childminder provides a welcoming, homely environment. Even when children are new to the setting, close attachments with the childminder are evident and they demonstrate a sense of belonging. The childminder supports their emotional well-being successfully. For example, she cuddles babies in when they are having their bottle, talking to them and giving them lots of eye contact and stays close by older children ready to support and help if needed. Effective settling-in procedures are in place to ease children's transition between home and the setting. These are very much tailored to meet the individual needs of children and their families. Detailed information is gathered so that the childminder is fully aware of children's individual needs, for example, their sleeping and meal arrangements. Consequently, children are happy, settled and are well cared for.

The childminder explains boundaries and limits to children to help them understand why rules exist. This helps them to learn to distinguish right from wrong. She encourages them to take turns and praises them when they do this successfully. This warm, responsive care

means children feel secure and valued and are confident to contribute to ensuring the rules are followed. For example, they quickly point out each other's misdemeanours on the rare occasions they forget to share. The childminder helps children to assess risks so they learn to keep themselves safe. She talks to them about road safety and they understand her rules for when and why they must hold her hand or the pushchair when they are out walking. This helps children to learn about possible dangers without being over protected. She discusses fire safety with them and about what they would do in an emergency and plans to practise this with them now they are secure and settled in her care.

Children are taught about healthy lifestyles through careful explanations from the childminder. She talks to them about the food they are eating and how this will help to keep them fit and healthy. She reminds them to wash their hands before eating and why this is important, and as they get older, children need little prompting to do this. Mealtimes are social events and the childminder sits with the children talking about what they are going to do during the day. Babies are fully included in this and sit happily at the table learning from their older peers. The childminder takes children out daily for exercise and fresh air. They walk to and from nursery community groups and other venues. As well as contributing to their good health, this provides a wealth of opportunities for them to learn about the world around them.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Although relatively new to childminding, she has much experience of working in the early years sector and is a highly qualified childcare practitioner. She uses her skills and knowledge to provide good quality care. The childminder has a very good understanding of safeguarding procedures. She has completed training throughout her childcare career and is clear about the procedures she must follow to protect the children she cares for. Risk assessments are completed for the premises and for the different outings she undertakes with children. This helps to identify any potential dangers, enabling her to take the necessary steps to keep children safe from harm. Adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder has all the documentation needed for the safe and efficient management of her childminding provision. This is 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. Policies and procedures are well documented and are shared with parents so they can understand how her provision operates. The childminder effectively monitors how she promotes the learning and development of children. Consequently, children are making good progress from their starting points.

The childminder has compiled a detailed self-evaluation form, which accurately identifies what she does well and what she wants to improve. She uses feedback from parents and children and evaluates activities and her practice to help improve her provision. The childminder has developed good links with other childminders and this helps her to share

good practice. The childminder is proactive at identifying her own professional development training needs so that it is purposeful and prioritised. This ensures it has a significant impact on enhancing children's learning outcomes and supporting their individual needs. She is keen to develop her childminding provision and demonstrates a good capacity to improve further.

Partnerships with parents are positive and early indications are that they are happy with the childminding service. A wide range of information is shared with parents prior to care commencing so they are fully informed of the childminder's policies and procedures. As well as daily conversations, a diary is exchanged so that parents have full information about their child's care. The childminder fully understands the benefits of developing links with other early years settings. However, there is scope to develop these partnerships so that she is gaining the maximum information possible about what children are learning in other settings to further support their ongoing learning and development.

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	EY462017
Local authority	Darlington
Inspection number	928325
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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