

Inspection date	20/01/2014
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder communicates with parents effectively. Good ongoing communication means the childminder and parents work together well to meet the needs of the children.
- Children have a good relationship with the childminder and they are very happy in her care.
- The childminder has a good relationship with local schools, she talks to them regularly and has detailed information on how she can support children further.

It is not yet good because

- The childminder does not maximise children's progress because observations and assessments are not always precise enough to shape future learning or to identify areas for development.
- The childminder's knowledge of Local Safeguarding Children Board procedures is not fully secure to ensure that she always acts correctly should she have concerns about a child.
- The environment does not fully support young children's independence because they are not always able to independently access resources to initiate their own 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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2001. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her brother and daughter aged 17 in the residential area of Chester-le-Street in County Durham. The home is close to local amenities, such as shops, primary schools and playgroups. The whole of the ground floor and a bathroom on the first floor are used for childminding purposes and there is an enclosed garden available for outdoor play. The family have a pet dog.

The childminder collects children from the local schools and pre-schools. There are currently four children on roll, of whom one is in the early years age group and attends on a part-time basis. The childminder is open from 7am to 7.00pm Monday to Friday all year round, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observations to develop precise assessments to understand children's level of achievement, interests and learning styles and use this information to shape future learning experiences so that children make good progress
- improve knowledge of Local Safeguarding Children Board procedures, particularly in relation to sharing concerns with parents, so that local safeguarding procedures are consistently followed.

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

- develop further children's independence skills by ensuring that resources are easily accessible, enabling them to make independent choices more easily.

Inspection judgements

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

Children enjoy a suitable range of interesting activities across the seven areas of learning. The childminder understands the importance of children through play. Throughout the session, children generally have plenty of opportunities to follow their own interests. The childminder has a reasonable understanding of where children are in their learning

because she observes children to find out what they have achieved and what they enjoy doing. Her observations are matched to the areas of learning of the Early Years Foundation Stage. She uses her observations to plan suitable activities for the children. For example, the childminder plans activities with balls, such as skittles, to support children who are fascinated in balls. However, her planning and assessments are not consistently rigorous to ensure that all learning experiences are fully matched to the children's needs or that areas of under achievement are highlighted. This means that children make steady progress.

The childminder generally develops and extends communication well. She plays alongside the children and comments on what they are doing. For example, she looks at a treasure basket and introduces the names of the items, such as sponge. The childminder is aware of the ways in which children communicate. She responds as children use pointing or gestures and vocalisations to ask for things, which means that children are able to make their own needs known to others. Children make good progress in their physical development. The childminder plans a range of activities to develop this further, for example, she plans activities, such as threading buttons, to encourage younger children to pick up and thread objects using their thumbs and fingers. She demonstrates counting as children pick up and explore the buttons too. Consequently children develop skills that prepare them for the next stage in their learning. The childminder ensures that children have time to be active and she visits the park when she picks children up from school or nursery. Children walk to and from school. She also plans in regular visits to the local soft play centre to support children who demonstrate less confidence in bending or crawling. This means that children have plenty of opportunity to develop their large muscle skills.

Children enjoy exploring how things work. They enjoy using a range of electronic toys and exploring the different noises that they make when buttons are pressed. The childminder extends this by encouraging children to explore other toys, such as, electronic cash registers and laptops. This means that children make sound progress in information and communication technology. The childminder has a good relationship with parents. She shares what children have enjoyed doing that day and talks with parents about what their children have achieved so that parents can develop this further at home. She also finds out what children have been doing at home and extends this in the setting. This means that the childminder and parents work together effectively to extend children's learning.

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

The childminder has a good relationship with the children. She is calm but very cheerful and the children respond to this well. Young children have a very close bond with her; they enjoy cuddles, but clearly enjoy everyday routines, such as nappy changing, where they laugh, in anticipation of the tickles that they associate with this. The childminder responds to their individual care needs as she recognises when children are tired or hungry. Parents comment that their children love coming to the childminder, which demonstrates that children are emotionally secure. The childminder has thought carefully about her procedures for settling children in. Children attend with their parents for a small number of sessions. They are then encouraged to leave them for a short period of time, in preparation for them commencing their contracted hours. The childminder helps children

to settle into school too. She talks about the school and things that they can do there as they wait to collect children from school. The childminder picks up other children from school, so children already know the school and some of the members of staff. Consequently, children are already familiar with the school before they start.

The childminder has a conservatory at the back of the house, which has been developed into a well organised playroom. Resources are organised to support children's independence. They are stored in clearly labelled boxes and dressing up and imaginative play resources are attractively organised. This encourages children to access resources independently. However, this playroom is currently under used by younger children in the setting because it is cold in the winter months. As a result, children have to ask for resources, which the childminder gets for them. This means that children are not always able to follow their own interests or initiate their own learning because they cannot always access resources independently. However, the childminder does encourage independence as children feed themselves or attempt to take off their shoes. Children generally behave well in the setting. She has a clear behaviour management policy, which she consistently follows. Children learn to play alongside each other and younger children begin to learn how to use toys appropriately. The childminder attends local toddler groups to give younger children the opportunity to play and interact with others. These skills prepare children for the next stage in their learning.

Children are beginning to understand how to keep themselves safe in the setting as they practise how to leave the home safely in the event of a fire. They are reminded to hold hands and stay together when outside of the setting. Children have a reasonable understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder provides a range of healthy meals, which take into account different dietary requirements and individual preferences. Children wash their hands before meals, after using the toilet and playing outside. They have access to fresh air and exercise as they go to the park, walk to and from school and visit soft play centres.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. The childminder generally understands her responsibilities in relation to safeguarding and has attended recent training. She has clear policies in place and she knows who to contact if she has a concern about a child in her care. However, the childminder is not always clear about when to share concerns with parents. As a result, she does not always take full account of the procedures from her Local Safeguarding Children Board. This means that the childminder needs to improve her knowledge in order to fully safeguard children. However, the childminder does ensure that children are kept safe inside and outdoors because thorough risk assessments are carried out daily to identify potential hazards. The childminder holds a valid first aid certificate and knows how to deal with accidents and injuries.

The childminder has reasonable procedures in place for monitoring and evaluation. She has a self-evaluation form, which provides an overview of the setting's strengths and weaknesses and takes into account the views of parents. She has also highlighted areas for development, including improving her own knowledge. The childminder also has informal procedures in place for monitoring. However, this is not sufficiently precise and, as a result, her assessment is not consistently thorough enough to fully identify any gaps in learning where further interventions may be needed. The childminder attends training whenever possible and reflects on her practice as a result of this. She has a good relationship with the local authority and this demonstrates that she has a reasonable capacity to improve further.

Partnerships with parents is good. The childminder encourages a two-way discussion between herself and parents at handover times. She actively encourages parents to tell her what their children have been doing at home so she can build on this in the setting. Consequently, the childminder works with parents to develop effective ways of sharing information and, as a result, Parents are kept informed about their child's day. The childminder has developed good links with the local schools. She has a good working relationship with them and talks to staff about how she can support children's learning. She attends many events in school, such as assemblies and nativity plays, and receives copies of planning and newsletters. This means that the childminder effectively builds on and supports children's learning in school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure familiarity with procedures to safeguard children from abuse or neglect (compulsory part of Childcare Register)
- ensure familiarity with procedures to safeguard children from abuse or neglect (voluntary part of Childcare Register).

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	550092
Local authority	Durham
Inspection number	877276
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	02/02/2010
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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