

Inspection date	28/01/2014
Previous inspection date	22/06/2009

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 make good progress. The childminder knows children extremely well, which means she can plan for their interests and learning needs effectively.
- The childminder communicates with parents effectively. Ongoing communication mean the childminder and parents work together to meet the needs of the children extremely well.
- Children have a very good relationship with the childminder. They are part of the family and they are very happy in her care as a result of this.
- The childminder is committed to working in partnership with local schools. She maintains good communication and visits school regularly with children. This means that she can support the learning needs of children effectively.

It is not yet outstanding because

- There is scope to develop the already good provision for literacy by ensuring that children can access a range of mark making resources independently in order to develop their good mark making skills further.
- There is room to develop the provision for expressive arts and design to ensure that children have the time and space to represent their own thoughts and ideas.

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 1995 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the residential area of Blackhill in County Durham. The home is close to local amenities, such as, shops, primary schools and playgroups. The whole of the ground floor and three bedrooms on the first floor are used for childminding purposes and there is an enclosed garden available for outdoor play.

The childminder collects children from the local schools and pre-schools. There is currently one child on roll, of who is in the early years age group and attends on a part-time basis. The childminder is open from 7.30am to 5.30pm Monday to Friday all year round, except for family holidays.

What the setting needs to do to improve further

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

- develop further children's already good literacy skills by ensuring children have free access to a range of mark making resources throughout the day

- increase the opportunities in expressive arts and design for children to have the time and space to represent their own thoughts and ideas. For example, by encouraging children to think of their own ideas for ways they can represent a pizza using playdough.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. The childminder knows where children are in their learning because she observes children constantly to find out what they have achieved and what they enjoy doing. Her observations and assessments are matched to the Early Years Foundation Stage. The childminder uses this information to highlight where children are in their learning in relation to their developmental ages and identifies areas where they need further support. A range of stimulating activities, which are based on the learning needs identified in her observations, are planned to meet the needs of all children. The childminder talks to parents regularly, either at pick up and drop off times or on the telephone. She tells them what their children have been doing and the progress they have made. This ensures that parents have a clear understanding of where their child is and how they can support them

further. As a result, the learning needs of all children are successfully met and all children make good progress in relation to their starting points.

The childminder develops and extends communication well. She talks to the children constantly and extends their vocabulary by introducing new words throughout the session. She also comments on what children are doing, sometimes repeating and rephrasing what children say to model the phrase correctly. The childminder often talks about what she is doing, as she plays alongside the children, to engage the children in conversation too. For example, when they are playing with the play dough the childminder says, 'I wonder which cutter I could use.' This successfully engages children in conversation as they talk about the cutters they are using and which ones the childminder could use. The childminder plans in activities, such as singing and nursery rhymes, to extend language too. Children enjoy books; they select them from the cupboard and look at these together. Children demonstrate a growing awareness of books as they turn the pages and tell the dolls stories. These skills effectively prepare children for the next stage in their learning. Children demonstrate good control as they draw on paper, holding the pencil between their thumb and fingers. However, these resources are not freely available throughout the session and children have to ask for these resources. There is scope, therefore to develop the provision for early writing so that mark making resources are readily available throughout the session.

The childminder supports children's developing number skills effectively. She encourages counting throughout the routine. Activities, such as counting the number of circles they have made in the play dough, support this further. Children initiate counting themselves as they count the pictures in a book and count with numbers in order to ten. This demonstrates that children use numbers confidently in their play. The childminder has a range of resources to support expressive arts and design. Children enjoy using their imagination as they begin to represent everyday experiences in their play. For example, children enjoy pretend play with babies, changing nappies because they are dirty and packing and repacking a changing bag. Children also use paints and play dough. The childminder usually supports these activities well as she labels what the children are doing and encourages children to represent their own thoughts and ideas. However, on some occasions the activities become too directed. For example, when making Christmas angels or making pizzas in play dough. There is room, to develop this further so that children have the time and the space to represent their own thoughts and ideas using creative materials. The childminder also sets up a range of activities to use small tools, such as, building with blocks, using knives in the play dough or drawing. This ensures that children have plenty of activities to support the development of small and large muscle skills. Visits to the park and playing outside in the garden also support the development of large muscle skills.

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

The childminder has a good relationship with the children. She is very cheerful and displays a natural enthusiasm as she talks and plays with children. Children are clearly happy and settled in the childminders care as they call her granny and sit on her knee and

play with play dough or draw together. This demonstrates that children are emotionally secure. The childminder believes that continuity of care is vital for all children. She only commits to caring for children if she believes she can offer the care for many years to come. As a result, many children are already a big part of the extended childminding family and they already have a close relationship with the childminder before they start. However, the childminder also has well thought out and flexible arrangements in place to help children to settle into the setting. The childminder also takes time to find out about the child and their individual needs when settling children into the setting. This eases children's transition from home to the childminder's care and children settle well because of this. The childminder has also given a lot of thought to how she can support children to settle into school or nursery. She has a good relationship with the staff at the local school and she ensures staff know the younger children too. She takes them to see children's classrooms and visits the school regularly. This supports children as they move to school from her care.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that support their overall well-being and care. Resources are stored in a cupboard, which children can access independently. Other resources are stored elsewhere but children are clearly aware of the resources available as they ask for different resources. This means that children are able to access many resources themselves and confidently ask for those they cannot reach. As a result, children begin to operate independently in the setting. Independence is further promoted as children are encouraged to feed themselves and attempt to put on their own coat. Children develop friendships with other children in her care and they enjoy playing alongside each other. The childminder also visits toddler groups with younger children. This helps children to develop confidence in group situations and encourages younger children to play alongside each other sharing resources. Children behave well in the setting. The childminder has clear rules, which the children know and understand. Sensitive reinforcement helps younger children become aware of the boundaries in the setting. These skills prepare children well for the next stage in their learning.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. The childminder provides a range of healthy meals and snacks. Children clearly enjoy healthy foods, as they ask for bananas and apples when they are hungry. Older children help to plan the menu for the week and younger children look forward to going shopping to buy cucumber. Drinks are freely available throughout the session. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. Visits to the park and playing outside mean children have plenty of fresh air and exercise, children learn how to keep themselves safe as they learn how to leave the house safely in case of a fire. Younger children are taught how to handle knives and scissors safely when playing with play dough. This means that children develop an understanding of how they can keep themselves safe.

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. The childminder has a good understanding of safeguarding procedures. She has clear policies, that have been updated, which she shares with parents. The childminder has attended a safeguarding course and talks confidently about what she would do if she had a concern about a child in her care. She 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. The childminder is aware of her responsibilities when administering medication and treating minor accidents. Children are kept safe indoors and outdoors because risk assessments are carried out daily with any possible hazards eliminated.

Self-evaluation is good. An accurate self-evaluation form, which takes the views of parents and children into account, helps the childminder to identify areas for improvement. The childminder recognises the importance of professional development and keeps up to date on all training to ensure all relevant certificates are renewed in a timely manner. She also attends further training to help her improve her provision. For example, she has attended training on speech and language to support children in the setting. She monitors her provision regularly and ensures she offers a broad balanced programme of activity. She also monitors children's achievement to ensure they are making expected progress. As a result, she can highlight any possible gaps and plan appropriate interventions to meet the needs of the children effectively. She acts upon advice from the local authority, which means that the childminder has a good capacity to improve further.

Partnerships with parents are good and they comment positively about how their children are always happy and settled. Parents comment that their child is like one of the family. Parents enjoy looking at photographs of activities children have been doing and they contribute to observations carried out in the childminder's home. Parents feel that they get detailed verbal feedback, which tells them about their child's achievements that day as well as activities they have enjoyed. Telephone conversations support the sharing of information further. This means that parents are kept well informed about their children's time with the childminder. Although the childminder does not have any minded children within the Early Years Foundation Stage in school at the moment, she demonstrates a clear commitment to working in partnership with the school. She has a good relationship with the local schools. She knows staff in the school well and talks with them regularly. She makes time to talk to nursery and reception staff so that younger children and staff get to know each other. She also attends assemblies in school. This demonstrates her commitment to working in partnership in order to meet the care and learning needs of the children.

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	313575
Local authority	Durham
Inspection number	876926
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	22/06/2009
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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