

## Inspection date

Previous inspection date

28/01/2014

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 childminder is well-organised and completes thorough observations and assessments of children's progress, meeting the unique needs of each child. This supports children in making good progress in their learning and development.
- The childminder knows children well and they are settled and eager to explore and learn. Their natural curiosity is promoted and they demonstrate positive attitudes to learning. They are, therefore, well-prepared for their future learning.
- Children are safe in the childminder's care as she takes effective action to ensure the safety of the premises and has a good understanding of safeguarding procedures.
- The childminder works closely with parents and other providers, such as school teachers when children attend more than one setting. This ensures children's individual needs are understood and consistently met.

### It is not yet outstanding because

- The childminder does not always give older children time to think and consider mathematical problems to fully support them to develop their understanding of simple addition and subtraction.

## 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 made observations of children while they were engaged in activities in lounge.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of parent's views, through written documentation they had provided for the inspection and the information from the settings self-evaluation.

## Inspector

Janet Fairhurst

## 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 two children aged three and 18 months in Easton, Middlesbrough. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play.

There is currently one child on roll in the early years age group. The childminder operates all year round, from 7.30am to 8pm, Monday to Friday, except for family holidays. She collects children from the local school.

### What the setting needs to do to improve further

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

- enhance the learning of older children by giving them time to think and consider mathematical problems to support them to develop their understanding for adding and subtracting.

## 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 how children learn and how to support this learning through her skilful teaching. She has high expectations of all children because she takes time to find out from parents, what children can do before they start and she plans effectively for children's learning needs. She accurately assesses their levels of development, identifying appropriate next steps to challenge their learning further and provides a wide range of interesting and purposeful learning opportunities. Assessment forms the basis of the childminder's planning, which is clearly linked to individual children's interests and next steps in learning. This results in children being enthusiastic and highly motivated learners. They, therefore, make good progress in their learning and development and are well-prepared for the next stage of learning, such as school. The childminder has put in place a process to complete the 'progress check at aged two years', when necessary.

The childminder has a secure understanding of how children learn and the quality of teaching is good. She provides children with a stimulating educational programme, which encompasses their individual interests. For example, children show interest in constructing and confidently help themselves to the box of bricks, which is stored within their easy reach. Children maintain their focus and develop their physical skills as they link the bricks together. The childminder joins in children's fun and uses open-ended questions to extend

their learning. She is effective in the way she helps children to think critically. For example, she models being a thinker by talking out loud about 'what size block will I use to fill in the gaps'. This helps children to be curious and helps them to think about size and shape. However, at times she does not give older children time to think and consider when she presents a mathematical puzzle. For example, after supporting children to count five bricks and another group of two, she does not give them time to consider how many bricks they have in total, or how many they have left. Therefore, she misses the opportunity to introduce simple addition and subtraction. The childminder is adept in the way she uses specific and accurate mathematical vocabulary. For example, when a child describes a shape as an egg she corrects this sensitively by saying 'yes it's called an oval'. This helps to extend children understanding of mathematical language. The childminder engages very well with children. She joins in with activities, sitting on the floor and motivating them while also encouraging their use of language. She listens to what they say, gives them time to think about their responses and offers plenty of praise. She uses open-ended questions to develop and extend children's thinking and understanding and builds on their vocabulary by extending their sentences. As a result, children are becoming confident communicators and are able to implement their own ideas in their play. For example, as they play with the play dough they talk about what they are going to make and the tools they are going to use. Through this activity the childminder supports children's moving and handling skills as she provides a variety of tools to use with the play dough. As a result, children enthusiastically explore how the dough feels and show good control as they use the rolling pins and cutters.

The childminder provides opportunities for children to retell events that are important to them. They have conversations about what they have done at school and this helps them to clarify their thinking and feelings. The childminder provides an environment that is rich with words, through using labels and pictures to help promote children's language and early literacy skills. Children demonstrate their growing interest in early writing and show increasing levels of concentration as they sit at the table to use their word books. They competently trace around familiar letters and practice their pencil skills as they follow different shaped lines. The childminder talks to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. This helps children to start to link sounds to letters. Children engage in regular physical activity both indoors and outside. They go for walks and visit local parks and soft play centres. They enjoy easy access to a wealth of toys in the childminder's garden and these help to develop their physical skills and confidence. For example, children can access swings, a slide and a variety of wheeled toys. This promotes children's physical development and their understanding of the wider world. Parents are fully involved in their child's learning because the childminder understands the importance of strong relationships and the impact on children's learning at home. She discusses daily with parents what their child has been participating in during the day and the progress that they have made over time. Parents are invited to discuss children's assessments and this means the childminder and parents can consistently support children's learning in the setting and at home.

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

Flexible settling-in sessions help children to make the transition from home to the childminder's care. The childminder obtains useful information about children. For example, initial details about care routines and likes and dislikes are shared through completion of child information records. This helps children to settle quickly and parents feel comfortable leaving their children. The childminder has a calm, caring and patient manner and she gives children her individual attention. This helps to ensure that each child feels valued and special. As a result, children form warm and secure relationships with the childminder and are totally at ease in her presence. The childminder has organised her home well, so that children are independent and free to explore while remaining safe. A main playroom provides a base for children, with a wide variety of toys and equipment available that helps to extend all aspects of their development and promotes their confidence and independence. Children learn to accept and value difference as the childminder offers them opportunities to explore different faiths and cultures from around the world. The childminder supports children's self-confidence in social settings by making sure that they have opportunities to regularly visit local groups. As a result, they are emotionally prepared for the next stage in their learning, such as nursery or school, where they will be in a larger social group.

The childminder ensures children play safely. She is vigilant and her careful supervision and guidance help children develop skills to keep themselves safe. For example, safety gates are in place to prevent children using the stairs unsupervised. Children develop a very good understanding of keeping themselves safe. They learn to cross the road effectively and safely with the adults during their walks and are also involved in the fire evacuation practise of the setting. The childminder promotes children's good health and self-care through consistent daily routines and regular fresh air and exercise. Children follow good hygiene procedures and are provided with healthy and nutritious meals and snacks. The childminder is a positive role model for children and demonstrates through her words and actions that she values and respects other people. She teaches them good manners, courtesy and respect, which enables children to interact positively with others. Children behave appropriately and their good behaviour, manners, effort and achievement are promptly acknowledged and praised. Children enjoy taking responsibility for appropriate tasks, which promotes their skills in being independent, for example, tidying away their toys. As a result, they build positive relationships and learn to be responsible for their own actions.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded because the childminder has a secure understanding of her role and responsibility to keep children safe. She is fully aware of the procedure to follow should she have a concern about a child in her care. A well-written policy is shared with parents, so that they are clear of the childminder's responsibilities in keeping children safe from harm. The childminder ensures children's safety is of the highest priority. All areas of the home and garden are risk assessed and action is taken to minimise the potential for harm.

For example, visitors are required to sign in and out, external doors are kept locked and safety gates are used. This helps to ensure that children are well-protected from harm.

The childminder's effective monitoring of the educational programmes ensures a broad range of stimulating and challenging experiences are offered, so that children continue to make good progress towards the early learning goals. This also means that any identified gaps in children's learning and development can be speedily addressed and planned for. Partnerships with parents and other settings children attend are very well-established to ensure a full and accurate exchange of information takes place. The childminder encourages parents to share what they know about their child and become actively involved in their child's learning. For example, parents record 'stories from home', which the childminder then uses to extend her planning to further develop children's interests and play opportunities. Parents are very complimentary about the service provided. They comment on the good progress their children are making in their learning and how they would not hesitate to recommend the childminder as someone they can trust and feel secure with. These comments demonstrate how successfully the childminder has developed her relationships with parents. Discussions take place regularly with the local school which children attend, in order to develop consistency and for complementary learning to take place. The childminder incorporates parts of their curriculum into her planning, in order to fully promote continuity and progression in children's learning.

The childminder has a clear understanding of the importance of evaluating her provision to ensure she successfully meets the individual needs of all children. The effective use of self-evaluation helps the childminder focus on possible improvements to her practice and enables her to identify strengths and weaknesses. She has plans to attend courses, in order to improve outcomes for children further and to maximise their potential. The childminder also works closely with other local childminder's where they are able to share ideas and good practice. She is proactive in her approach to improving the setting and invites comments from parents and children, in order to make changes that meet their needs more effectively.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY460879
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	928885
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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