

Inspection date

Previous inspection date

29/01/2014

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 has built strong relationships with parents. They keep each other informed about the children's welfare and regularly discuss the children's progress. This ensures children's needs are met effectively.
- The childminder accurately assesses children's progress and effectively plans for their next steps in learning. This ensures children are well challenged and make good progress in all seven areas of learning.
- The childminder successfully promotes children's safety and well-being because she demonstrates a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.
- The childminder evaluates her practice and this means she accurately identifies her strengths and weaknesses. As a result, she has clear action plans in place for improving her practice even further.

It is not yet outstanding because

- There is scope to extend the opportunities for young children to play with natural and tactile resources, to enhance their sensory development.
- There is scope to extend the range of resources and activities to fully support children to learn about different cultures, communities and traditions.

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 had a tour of the premises and observed children playing.
- The inspector checked evidence of the childminder's suitability and qualifications, risk assessments, policies, procedures and self-evaluation documents.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and involved the childminder in a joint observation of an activity.

Inspector

Vivienne Dempsey

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 three children aged 12, 11 and two years in a house in Newton Aycliffe. The whole of the ground floor and small front bedroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. 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 from 7am to 6pm, Monday to Friday, except family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- increase opportunities for children to play with natural and tactile resources, such as, a treasure basket and 'messy' play, to extend and enhance their sensory and creative development
- increase opportunities to help children improve their understanding of different cultures, communities and traditions, for example, by providing a wider range of resources and activities that reflect diversity.

Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements and implements them very well. Children make good progress in their learning and development as they engage in purposeful, hands-on learning experiences. The childminder works with parents, gathering information about children's routines and starting points. This enables her to help children to make good progress as she successfully builds on what they already know and can do. Observational assessments are used to monitor the progress children make and to identify and plan for their next steps for learning. Individualised planning is completed for each child to ensure future play experiences are delivered in line with their specific needs and interests. This helps to support children to make good progress and be as ready as they can before starting school.

Parents are kept well informed of their children's progress and they are encouraged to

contribute to their children's ongoing learning. Detailed verbal feedback and written daily diaries means that parents know what their children have enjoyed that day and how they can support their children at home. Parents are also encouraged to share information about what children have enjoyed at home so that this can be taken into account when planning future learning opportunities for children. The childminder has systems in place to complete the progress check at age two and has a good understanding of supporting children who have special educational needs and/or disabilities.

The childminder joins in sensitively with children's play and provides a stimulating and interesting range of resources to encourage babies to explore their surrounding environment. However, there is room to further enhance resources by providing more tactile activities, such as a treasure basket for babies and more opportunities for them to engage in 'messy play', to enhance their sensory and creative development. The childminder uses small world animals to teach children new vocabulary. She repeats the names of animals and verbalises the relevant sounds they make so babies can explore and imitate sounds. She listens with interest and responds quickly to their verbal and non-verbal communication. These strategies build a firm foundation upon which to support children's communication and language development.

The childminder provides a good range of resources to help children learn about everyday technology. For example, children enjoy playing with a variety of interactive toys. They know how to make toys work by pressing buttons to make sounds and lights flash. Children thoroughly enjoy exploring music and making sounds; they laugh, giggle and move their arms and legs to the sounds the childminder makes with rattles and shakers. They are eager to join in and are beginning to understand that the movements they make, for example, shaking rattles, makes sounds. The childminder provides some resources and books that reflect people's similarities and differences. However, there are fewer resources and activities in place that support children to learn about different cultures, communities and traditions.

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

The childminder gives good attention to supporting children's transitions into her care. Settling-in visits are offered, which means that children gradually become familiar with their new surroundings. In-depth information is obtained from parents about children's routines, interests and individual needs to enable the childminder to offer a consistent approach, which supports children's well-being. The use of a daily diary with younger children ensures information is exchanged and their needs continue to be met. The childminder provides a calm environment and displays genuine concern and affection for the children she cares for. Good, warm and caring relationships between the childminder, her family and children are evident. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement.

The dedicated playroom is set out to entice children to access toys and resources at will, to enhance their play or initiate their own activities. As a result, they become confident in making choices and become independent learners. Children are well prepared for the

transition to school through regularly attending toddler groups and activity sessions, which help them to be confident as they move onto the next stage in their learning. They enjoy being outdoors and regularly visit local parks and soft play areas. This encourages children to enjoy the fresh air while developing their physical skills.

The childminder promotes children's self-help skills and emerging independence very well. For example, children are encouraged to feed themselves and drink from a cup from a young age, and as they get older, they manage their personal care, such as washing their hands before meals and snacks. The childminder is committed to protecting children's welfare. The home is safe and secure and toys and resources are checked and cleaned regularly to ensure they do not pose a risk to children's health or safety. All childminding areas are clean and effective procedures are undertaken to help prevent the spread of infection. For example, the childminder disposes of dirty nappies quickly and ensures changing areas are cleaned after use. The childminder works closely with parents to ensure any snacks or meals provided are healthy and meet children's individual dietary requirements and children are given sufficient drinks to ensure they are hydrated.

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

The childminder demonstrates a good understanding of safeguarding children. She confidently identifies possible issues and is aware of the procedures to follow in the event of a concern, with regard to children's welfare. The childminder completes risk assessments of the home, garden and outings, which ensure children are kept safe. A good range of policies, procedures and records to underpin the children's care are in place. These are well written and policies are shared with parents and they sign to say they have received and understood them. The childminder has a very good understanding of the educational programmes and clear procedures to observe, assess and monitor children's progress are effectively implemented. This enables and supports children to make good progress in their learning and development.

The childminder is very keen to develop her practice and has effective strategies in place for monitoring and evaluation. She recognises the importance of professional development and works closely with other childminders and attends a relevant range of training to consistently develop her knowledge and skills. All priorities for improvement are clear, which helps to support and enhance children's learning and development.

The childminder is fully aware of the benefits of sharing a wide range of information with parents and other providers of the Early Years Foundation Stage and is developing links to support children's ongoing learning and development. The childminder has high expectations of all children and provides a stimulating and challenging learning environment. This prepares them well for school, which helps to ensure a smooth transition to the next stage of their learning.

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	EY465399
Local authority	Darlington
Inspection number	932618
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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