

Inspection date	29/01/2014
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. The childminder makes very good use of everyday routines, such as mealtimes, to support children's communication and language skills.
- Children are supported in their learning at home as good partnerships are in place to involve parents in their child's learning and development.
- The childminder gives high priority to safeguarding children. She has a good understanding of her role and responsibilities in protecting children from possible harm and neglect.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- Occasionally, the childminder does not fully maximise opportunities for children to explore and find their own ways of investigating sensory resources.
- There is scope to extend opportunities for children to further enhance their already very good independence skills by pouring their own drinks during meal and snack times.

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 viewed all areas of the home and garden used for childminding.
 - The inspector carried out a joint observation with the childminder.
 - The inspector checked evidence of the childminder's suitability and plans for further improvement of her service.
- The inspector observed teaching and learning activities in the playroom and kitchen
- areas and spoke to the childminder and children at appropriate times during the inspection.

Inspector

Nicola Jones

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 husband and two children in Washington, Tyne and Wear. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. The family has three pet cats.

The childminder attends a toddler group, activities at the local library, children's centre and local soft play centre. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

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

- reflect on the different ways children engage in sensory experiences to ensure they are encouraged and supported to develop their own ideas when exploring resources. For example, when investigating and playing with soft cooked noodles
- extend children's already very good independence skills even further by allowing them to pour their own drinks during meal and snack times.

Inspection judgements

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

The childminder is a well-qualified, experienced childcare practitioner who has strong knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She uses this knowledge well to support children's learning needs and appropriately addresses their individual strengths and weaknesses. As a result, children make good progress during the time they spend with the childminder and are well-prepared for school, when the time comes. A wide range of good quality toys, equipment and resources are provided in the playroom and in the garden area of the childminder's home, covering all areas of learning. Children enjoy spending time initiating their own play as well as taking part in activities planned for by the childminder. For example, children independently select the play tent and tunnel and pretend they are travelling in a spaceship. The childminder watches with interest before children invite her into the play. She joins in sensitively, fitting in with their ideas. She extends their language skills well using comments and questions, such as 'i wonder why you are going in your

spaceship?' This allows children the opportunity to use words to describe their play and enter into their own imaginary world. The childminder plans a range of directed activities for children, based on their individual needs, interests and learning styles. She makes good use of space on her kitchen floor for children to play with sensory resources, such as soft cooked noodles. However, occasionally, the childminder does not fully maximise opportunities for children to explore and find their own ways of investigating sensory resources.

The quality of teaching is good. The childminder supports children's expressive language skills, particularly well. She talks through and comments on activities children engage in, to highlight specific language. For example, when very young children try different fruits at snack time, the childminder says, 'well done, you have eaten a blueberry.' This allows children to copy and begin to use everyday words independently. Older children build up their vocabulary and show interest in different ways of life when they explore a bag of objects representing countries of the world. The childminder names each item and gives clear explanations about where it comes from. Children use the objects as they play and begin to use words that reflect the breadth of their experiences. The childminder engages children very well in story telling sessions. She uses books that require lots of participation. For example, when reading a story about a chinese dragon, children hold the pages of the book and move outwards as the creature gets longer and longer. This helps them to maintain concentration and supports the development of their listening and attention skills. Children are provided with very good opportunities to develop their physical skills. Indoors, they use long handled tweezers to pick up soft noodles, turn pages in books, thread bobbins onto long laces and enjoy pulling the clothes off toy dolls. Outdoors, they have access to toys and equipment, such as seesaws, push along toys, large hula hoops, a play house, space hoppers, bikes and scooters. As a result, children are provided with a very good range of activities and experiences and gain the necessary knowledge and skills in readiness for school.

The childminder places strong emphasis on involving parents in their children's learning. She holds regular 'open-house' days when parents are invited to join their children for sessions, such as story time. This demonstrates how the childminder promotes children's literacy skills and allows parents to become part of their learning experience. The childminder carries out regular observations of children's learning and completes detailed learning journal files for each child. She establishes a baseline of attainment on entry, documents learning well and accurately links information to the areas of learning and clearly shows how next steps in learning will be achieved. Parents are kept well-informed of their child's learning and development and are provided with opportunities to share examples of children's learning at home. They have regular access to children's files and the childminder uses information from home effectively to extend children's learning. This provides a full picture of each child's all-round development and supports their individual learning needs very well.

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

Children are happy and enjoy the time they spend in the childminder's home. They demonstrate this when they run into the playroom, after taking older children to school,

and freely explore the toys and equipment. Children have their own coat peg and place their belongings in personalised boxes, located in the hallway area. This positively impacts on children's confidence and self-awareness and develops a sense of belonging to the childminder's home. Overall, opportunities for children to develop their independence skills are good. The childminder offers a carefully organised indoor environment where children of all ages can access resources themselves. Low-level shelving and boxes are located at child height so children can easily see what is available to play with and make their own choices. Children help to set the table and access their own cupboard where they locate plates, cutlery and cups, in preparation for snack and mealtimes. However, opportunities to extend children's very good independence skills even further are not always provided. This is because the childminder does not always support them in pouring their own drinks. The childminder supports children to develop an understanding that good practices can contribute towards good health. She involves children in discussions about cleaning the table and washing their hands prior to eating and discusses the importance of eating fresh, healthy fruit as part of their daily diet. Children have daily opportunities to access the outdoor environment which supports their physical well-being. The garden area provides opportunities to extend children's all-round development and there are plans to develop the area even further to enhance children's physical skills. For example, the childminder plans to construct a two-storey playhouse with steps leading to the first floor.

The childminder provides a high standard of care, ensuring she meets all children's emotional and physical needs. She obtains good quality information from parents when children begin attending to provide consistency and continuity in their welfare. For example, 'All about me' documentation is completed including information, such as sleep routines, toileting, individual preferences and favourite foods. Children are equally well-supported when they are ready to start school. The childminder plans visits with them and their parents to familiarise children with their new surroundings and school teachers. She devises strategies to support the move. For example, books and diaries are used during the settling-in period to share learning, development and welfare information. This ensures children are supported emotionally and are well-prepared for their transition.

The childminder provides guidance for children about what is acceptable behaviour. She provides clear rules and expectations for them to follow while in her home. For example, she ensures toys are put away before children move to new activities. As a result, children behave well in the childminders home. Children learn about safety within the home environment as the childminder provides regular prompts about keeping the playroom safe. For example, children are reminded to limit the number of toys they get out to avoid tripping hazards on the floor. This helps children to gain a sense of well-being when they are encouraged to take responsibility and to join in by helping with manageable tasks.

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

The childminder gives high priority to safeguarding children. She has a good understanding of her role and responsibilities in protecting children from possible harm and neglect. This is combined with a clear written policy and procedures to follow if she ever had a concern. The childminder has had Disclosure and Barring Service checks

carried out and is suitable to work with children. All adult members of the household have also received checks, including her daughter, who occasionally works as her assistant. The childminder organises her provision well and all required documentation to support the effective management of her setting is in place. For example, risk assessments for the home and outings, a range of written policies and detailed children's records. Children are further safeguarded as the childminder's home is secure at all times and doors throughout her property are locked. The childminder is committed to her professional development and ensures all training, such as paediatric first aid, is kept up-to-date. This ensures she has sufficient knowledge and understanding to fulfil her role.

The childminder maintains a good overview of the educational programmes she provides for children, both indoors and outdoors. She accurately monitors the progress they make over time. This means that accurate information about children's achievements is obtained and clearly shows where intervention is required, supporting their individual needs well. The childminder demonstrates a strong commitment to enhancing her already very good knowledge of child development. She continually accesses online training and carries out research to ensure she is kept up-to-date with latest developments. The childminder works with her daughter, who is her assistant, during the school holidays. The childminder describes how she monitors her performance and provides ongoing support through coaching, mentoring and regular supervision and appraisal. This ensures there is a consistent approach towards the quality of teaching and learning in the setting and the assistant is supported to fulfil the requirements of her role.

Partnerships with parents are developing well and make a positive contribution to meeting children's needs. The childminder ensures all information regarding children's welfare, learning and development is shared on a regular basis and parents are pleased with the quality of information received. The childminder is happy to share her knowledge and expertise of caring for children with parents. She offers verbal advice and signposts them effectively to services within her local area. She works well with external agencies, such as speech and language therapy, if children require additional support, to meet their individual needs. Parents share their views of the childminding service in a number of ways. For example, they regularly use her social networking site and complete questionnaires. They write comments, such as 'our children have such a great time, they are so lucky to have a beautiful family to look after them' to describe how happy they are with the level of care provided. The childminder uses feedback from parents constructively to identify areas for improvement for her service. For example, she respects their wishes when planning cultural events throughout the year. Children have an active voice within the service. The childminder encourages them to think about the provision to enable them to complete their own questionnaires, if they are able. Younger children are observed regularly and the childminder takes account of their facial expressions and movements. This demonstrates the childminder is continually reviewing her provision with a view to improving practice and provision for all 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	EY461693
Local authority	Sunderland
Inspection number	931265
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	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

