

<b>Inspection date</b>	09/12/2013
Previous inspection date	12/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
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 observes children and assesses their progress across the prime areas of learning. Children's next steps in their learning are identified and planned for, which helps children make steady progress in their learning and development.
- The childminder has developed secure relationships with children. Therefore, they are happy and settled, enabling them to feel safe in their surroundings.
- The childminder has good relationships with parents and they are kept well informed. This helps ensure she knows children well and effectively meets their individual needs.

### **It is not yet good because**

- Teaching requires improvement because the childminder has not considered how she will carry out the progress check for children aged between two and three, so that children's strengths and areas for learning and development are identified and shared with parents.
- The childminder does not have a written complaints procedure and has not kept a written record of any complaints, which details the outcomes. She is not aware of the requirement to ensure that complainants are notified of the outcome of any investigation within 28 days.

## 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 observed activities in the childminder's home.
- The inspector spoke with the childminder and children at appropriate times and carried out a joint observation.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and children's records.
- The inspector took account of the views of parents spoken to at the inspection.

## Inspector

Lynne Pope

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her assistant and her adult daughter and two children aged 14 and nine years in a house in Peterlee, County Durham. The whole of the ground floor and the spare bedroom on the first floor is used for childminding. There is an enclosed garden for outdoor play. The family has three dogs and a parrot.

The childminder attends a toddler group and activities at soft play. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently 11 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She also offers overnight care.

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

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

- consider how the progress check at age two will be implemented and carried out, so that a short written summary of children's strengths and areas for development is shared with parents
- keep a written record of any complaints, and their outcome and ensure that complainants are notified of the outcome of any investigation within 28 days.

## Inspection judgements

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

Children are making suitable progress in the prime areas of their learning and development. Overall, they are developing a sound range of skills, to prepare them for their future learning as they benefit from a suitable range of activities each week. When children first start the childminder observes what they can do, so that she can find out about their starting points. This gives her a sound basis to plan activities to extend their development. The childminder keeps a learning journal for each child where she records occasional observations and takes photographs, which support what they have been doing. She links children's learning into the prime areas of learning and notes the next step. She then uses this information to plan what she will do next with the children. However, the childminder has not considered how she will implement and carry out the

progress check at age two, so that she can identify children's strengths and any areas where children are not progressing as well as they should.

The childminder offers children a happy and calm atmosphere to play and learn. She provides a broad range of age-appropriate toys, which means that children benefit from a range of experiences that appropriately promote their learning. The childminder makes sure that children learn through everyday activities. For example, children play a game using a timer and match shapes to the slots. The childminder encourages them to count how many shapes they have got, which they count successfully up to 14. Young children are included in the activity and given the opportunity to attempt to fit the shapes into the slots. They receive lots of praise for their efforts, which develops their self-esteem. Some of the shapes are letters, so the childminder asks children if they know what they are. Older children respond that 'yes, it is a letter T for Tabitha', showing that they understand the initial letter in a word. The childminder models building sentences by constantly chatting to children during their play. She repeats words where needed so that children understand the correct pronunciation. Young children show their developing language skills as they respond with excitement during the matching game. They shout out 'yeah' when the timer ends and older children show their understanding of more complex words, by saying the game is 'tricky'. The childminder helps children learn how to form recognisable letters. She provides various media, such as paint and pens and gives praise when children attempt to write their name. She encourages children to develop their independence and expression by following how they want to develop an activity. For example, children decide they want to do handprints, which then develop into footprints. The childminder supports children and is there to assist if they have any problems, such as painting their own foot. She talks to children asking what the paint feels like, such as 'sticky' and 'gooeey', which helps children learn new words and their meaning.

The childminder involves parents in children's learning from the start. Parents complete a sheet about their children's needs, which helps the childminder plan appropriately. They have access to their child's learning journal at any time and the childminder keeps them updated daily through discussion. This means that parents can continue their children's learning at home.

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

The childminder has effective procedures to help new children settle and adjust to being cared for in her home. She arranges times when they can meet in her home before they start, which helps children to get to know her as their key person. This also helps the childminder to understand and meet children's needs and supports transitions well. Children form secure attachments and feel a strong sense of belonging with the childminder because she sees to their care needs well. They are often reluctant to go home when their parents come to collect them. The childminder has a calm and consistent manner with the children. She has effective methods for managing any unwanted behaviour and children respond really well to her guidelines. They demonstrate their awareness as they explain that when they are good they can have a treat, however if they do not say 'thank you', then they cannot have one. The childminder helps children to learn about how to keep themselves safe through their own interests. For example, she is aware

that children like motorbikes and talks to them about what she must do to keep herself safe when she goes out on her motorbike. Children respond that she wears a helmet and a visor. The childminder also practises fire evacuation procedures with children regularly, so that they know what to do in such a situation.

Children benefit from a well-resourced clean environment and are happy to choose from the easily accessible toys. The childminder helps them to learn about the local environment by visiting the Dene at the back of her house. Here children look for acorns and leaves and bring them back to her home to make pictures. The childminder takes children to various community activities, such as toddler groups and soft play activities, where children learn to socialise with other children and develop their large muscle skills as they use the equipment. These visits further support children's personal, social and emotional development and help support their transition to school. Children have regular opportunities for outside play and benefit from fresh air and physical exercise in the garden. Indoors, children have lots of space to move freely and therefore, are able to move around easily. The childminder is proactive in helping children to learn about their own personal self-care. For example, children understand about the necessity for washing hands prior to eating and older children use the bathroom independently. Snacks and meals are healthy and sociable occasions, where children sit together and talk to each other. The childminder discusses what are healthy foods and what is good for them. This is further promoted through children accessing the fruit bowl whenever they want to. This results in children showing their own preferences and helping themselves to an apple each.

The childminder understands the importance of liaising with other settings that children attend as part of the Early Years Foundation Stage. She works closely with the school nursery, sharing children's learning journals and is able to look at children's development records there. This helps her to plan appropriate activities, where she follows the areas of learning that nursery are working on. This means that there is continuity in children's learning and development.

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

This inspection took place following an investigation by Ofsted in light of an incident where a child was able to leave the setting unsupervised for a short period of time. Following Ofsted's investigation the childminder was required to meet actions regarding making sure the premises are kept secure, while ensuring the safety and needs of children are met and to make sure that children are always within her sight or hearing. A warning letter was issued regarding the childminder informing Ofsted of any significant events. These aspects were checked at a follow-up monitoring visit and at this inspection to ensure that the childminder continues to meet requirements. It was found that the childminder has taken action to make sure the premises are secure while children are present and that she can see and hear what they are doing due to the open-plan layout of the rooms that she cares for them in. Through discussion she shows that she is fully aware of the requirement to inform Ofsted of any changes in circumstances or significant events in future. She keeps records of children's attendance, which demonstrate that she meets the correct ratios for

caring for children. However, the childminder has not kept a record of these previous concerns and is not aware of the timescales that would be involved if a parent raised a complaint in writing with her, which was raised as a recommendation at her last inspection. This is a breach of the Statutory framework for the Early Years Foundation Stage and the compulsory and voluntary parts of the Childcare Register. She has not ensured that she has a written procedure in place for dealing with complaints which is a requirement for both parts of the Childcare Register.

Children are kept safe from harm as the childminder knows what to do with regard to child protection procedures. She demonstrates through discussion, her understanding of recognising potential signs and symptoms of abuse and the agencies she would contact if she had concerns for children's well-being. The childminder carries out daily visual risk assessments of her home and has written risk assessments that show she has considered possible hazards for children in the home and on outings. The childminder has a satisfactory overview of children's learning and development needs because her observations and assessments in children's learning journals appropriately inform her planning. Monitoring of children's progress is generally sound. The childminder refers to guidance documents to inform her understanding of child development. However, she has not implemented procedures for carrying out the progress check at age two. The childminder has completed the Ofsted self-evaluation form as part of her evaluation of the service that she offers. She discusses areas for future development, such as reorganising the open-plan area off the kitchen to accommodate older children better when they want to play games away from younger children.

Partnership with parents is well established and the childminder is fully aware of the importance of close partnership working with other professionals to enable children's individual needs to be met. Parents spoken to at the inspection stated that they are very happy with the care their children receive and they would not leave them anywhere else as they feel that they always know about what children have been involved in. Children have also written comments, stating that they love to come to the childminder's house because it is fun.

### 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 that there is a written statement of procedures to be followed in relation to complaints and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, of complaints including the

outcome of the investigation and the action taken in response (compulsory part of the Childcare Register)

- ensure that there is a written statement of procedures to be followed in relation to complaints and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action taken in response (voluntary part of the 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

<b>Unique reference number</b>	953196
<b>Local authority</b>	Durham
<b>Inspection number</b>	945565
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/05/2010
<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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