

Inspection date

06/02/2014

Previous inspection date

17/12/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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's warm and supportive interactions encourage the children to play and explore. Their efforts and achievements are praised which ensures children are confident learners who are keen try new things.
- The childminder offers a warm and welcoming home. Secure relationships are formed as the childminder has flexible settling-in arrangements for new children, which enables them to settle quickly as they become familiar with her home routines.
- The childminder has a good understanding of the safeguarding procedures and how to promote the health and safety of children in her care. She uses effective risk assessment and good supervision to ensure children are safe.

It is not yet good because

- Assessment of children's development is not yet precise enough to plan challenging activities that help them make good progress.
- On occasion, the childminder interrupts children's play in order to follow pre-planned routines.
- Partnerships with parents are not sufficiently well established as not all parents routinely share information about their children's interests and experiences at home.
- There is scope to improve the use of photographs taken of children's experiences in order to help them to recall and discuss past events.

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 the children while they were engaged in activities in the living room and kitchen.
- 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 child throughout the inspection.
- The inspector took account of parent's views, through written documentation they had provided for the inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Pamela Nield

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and both parts of the Childcare Register. She lives in an established residential area on the outskirts of central Middlesbrough. She has a pet dog. The whole of the ground floor and the bathroom and toilet on the first floor of the childminder's home are used for childminding. There is an enclosed garden for outdoor play. The childminder cares for children on weekdays from 7.45am to 6.15pm for 50 weeks of the year. There are currently 12 children on roll, of whom four are in the early years age group. The childminder takes and collects children from two local schools.

What the setting needs to do to improve further

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

- ensure precise assessments of what children can do are used to plan suitably challenging activities that focus on children's next steps and support their continual progress towards the early learning goals.

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

- develop a range of opportunities for parents to share information about their child's interests in order to ensure all parents are enabled to engage in their child's learning
- improve the use of the large number of photographs taken of children's experiences in order to further enhance children's opportunities to recall and discuss past events
- allow children to develop into active learners, for example, by providing the opportunity to become involved and concentrate on what they are doing without interruption in order to follow pre-planned routines.

Inspection judgements

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

The childminder has an appropriate understanding of the Early Years Foundation Stage learning and development requirements and the quality of her teaching is adequate. Parents' involvement in their children's learning is variable. Children's starting points are identified through initial discussion with parents and through observation. This forms the

basis of the planning to support children's progress towards the early learning goals. The childminder completes ongoing observations of the children. However, these are not consistently used to plan activities which will challenge them. As a result, some activities lack a good level of challenge which hinders children's progress. The childminder has a progress tracking system, which enables her to have an adequate understanding of children's individual starting points and progress. Children's individual learning journeys are adequately presented with written observations and some photographs. These are regularly available for parents to share so that they can be fully involved in their child's ongoing learning and development .

The childminder makes a range of resources available to children, which allows them to follow their interests. For example, through observation she recognised that some of the children are particularly interested in ladybirds. So she provided the opportunity and resources which enable them to explore this interest. Children enjoy her joining in with their play because of her warm, gently approach. However, occasionally she interrupts children's play in order to follow her own agenda or routine. This sometimes inhibits children from following their own interests, developing their concentration and becoming deeply engaged in their play and explorations. The childminder promotes children's communication and language skills effectively by constantly talking to the children and repeating what they say to confirm understanding. As a result, they chatter constantly and develop their vocabulary and conversation skills. Children are encouraged to express their creativity and practice early writing skills with pencils, crayons, chalks, paint. Children have access to a range of puzzles and construction games to help them learn about shapes and sizes. The childminder weaves number and colours into the daily routine. For example, when setting the table for lunch. Books for all ages are freely available. Consequently, children learn the necessary skills for the next stage in their learning, such as nursery or school.

Children's physical skills and confidence develop during trips to the park. Children are curious and eager to explore. For instance, a child enjoys playing with a resource where she uses trial and error as she tries to find the right piece to help her to build up the shape in relation to the picture on the board. She uses her fine motor skills to manipulate the small pieces without knocking the other parts over. The children enjoy a good range of outings to places of interest. This includes the local museum . The younger children mix well and make friends with the older children learning to share and take turns. As a result, children's personal, social and emotional development is fostered well. The childminder teaches children about different festivals and cultural events relevant to the time of year. They recently acknowledged Chinese New Year by dressing up and making Chinese food. The childminder supports children to use their imagination through role play by providing lengths of fabric which the children use to dress up and become a character of their choice.

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

Children are cared for in a warm, welcoming home where space is well-organised, creating a child friendly environment. The childminder has implemented a good system to support

children in settling into her home and developing strong attachments. She gathers vital information about the child prior to them starting at the provision. This means that the childminder can provide for the child's routine needs from the outset, resulting in children's physical and emotional needs being met. Children display confidence in their surroundings and are eager to learn and play in this welcoming provision. The childminder sits with children as they play and shows interest in what they are doing. She is attentive to their needs and recognises when children are tired and in need of rest, and provides them with a secure, soothing routine to help them to settle .

Children have access to an adequate range of resources which are available for children to choose and follow their own interests. Children are encouraged to feed themselves thus developing self-care skills. The childminder is a positive role model for children's behaviour. She talks to children in a respectful manner. The childminder takes the children on outings to the local parks and museums where they have the opportunity to play with other children. Consequently, children are making relationships and developing their social skills in preparation for later transition into nursery or school. The childminder has high expectations of children's behaviour and manages this in a way that is appropriate to each child's age and stage of development. She provides clear guidance to children about what is acceptable behaviour and uses positive and purposeful praise and encouragement .

The childminder involves children, in implementing the safety procedures to develop their understanding of how to look after themselves. For example, she talks about road safety when they take the dog for a walk and carries out regular fire evacuation practices. In play, children respond to the childminder's gentle reminders about safety issues, such as tidying away toys before others are brought out. Children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. They go for walks and visit the local park to use different large play equipment to challenge them further. This also provides opportunities for children to explore the community and to learn about the world. Children's health is well promoted through the nutritious meals and healthy snacks, which the childminder provides.

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

The childminder is organised and shows a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. The childminder vigilantly checks the identification of visitors and keeps a written record of them. She ensures she is always close to the children to ensure good supervision and safety. Children benefit from the childminder's commitment to ensuring the premises are safe through ongoing risk assessments. Parents are informed about how to raise concerns, including details of how to contact Ofsted as the regulator. This promotes a safe and transparent

provision for parents and children. The childminder has an adequate understanding of her responsibility in meeting the learning and development requirements. Children are offered a satisfactory range of experiences and resources to enable them to make adequate progress. However, systems to assess what children can do and what their next steps could be are not consistently implemented. As a result some activities do not provide sufficient challenge and children's progress may be hindered .

The childminder is committed to partnership working to help her meet the children's individual needs. She strives to provide a welcoming environment for parents where they have regular opportunities to exchange information. She shares her written policies and procedures with parents to make them aware of her practices. The childminder provides the opportunity for regular two-way communication between parents and herself. However not all parents share information about their child's development or interests. As a result the childminder may not be aware of children's interests and planning appropriate learning experiences may be hindered. Parents are complimentary about the service provided by the childminder. For example, they value the way she interacts with them and their children and describe her as 'an extra grandparent'. The childminder recognises the importance of working in partnership with other early years providers and has established links with other childminders and local school staff. School staff and the childminder share observations and assessments of children in the early years age group which ensure continuity in care and learning for each child .

The childminder is able to identify strengths and weaknesses in her provision accurately. Although she has difficulties attending training due to the times she cares for children. She does not drive so finds it hard to attend courses in other parts of Middlesbrough. However she regularly updates safeguarding and paediatric first aid training. She has attended a course about promoting numeracy skills and has successfully used ideas and resources from the training to support the children to develop their knowledge and understanding of Maths. The childminder has made adequate progress since her previous inspection and has addressed recommendations from her last inspection. This has had a beneficial impact upon the care and development of the children. For example, some parents are now contributing to children's learning and development records by providing information about their child's experiences and interests in the daily diary.

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	312652
Local authority	Middlesbrough
Inspection number	876908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	17/12/2009
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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