

Inspection date	12/02/2014
Previous inspection date	08/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are very settled and have formed strong attachments with the childminder. They are happy, highly motivated and making good progress in their learning and development.
- The childminder has a good understanding of how to promote the health and safety of children in her care and her responsibility for safeguarding children. She has assessed the risks to her premises well and has minimised these so children are able to use all areas safely.
- The childminder provides a range of stimulating toys and activities both in the home and at local groups and on outings. Consequently, children are independent, active and inquisitive learners.
- The childminder has developed secure relationships with parents. This means that parents are well informed of their children's progress and how they can contribute to their learning.

It is not yet outstanding because

- Opportunities for children to enhance their communication skills and respond in sentences are not fully developed, as the childminder does not always use open-ended questions.
- Resources are not always labelled and organised to enable younger children to make independent choices.

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 toured the areas of the house used for childminding.
- The inspector observed activities in the childminder's lounge.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, planning, risk assessments, training certificates and a selection of other documents.
- The inspector checked the evidence of the suitability of the childminder and her family.

Inspector

Melanie Vincent

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in South Hylton, Sunderland. The whole of the ground floor, the bathroom located on the first floor and the rear garden is used for childminding purposes. The childminder works alongside her husband who is also a registered childminder, and operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is currently childminding three children in the early years age range. The childminder currently has six children on roll, all of whom attend on a part-time basis. She attends toddler groups and visits the local park on a regular basis and collects children from the local schools and nurseries.

What the setting needs to do to improve further

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

- enhance the programme for communication and language further by extending the use of open-ended questions with children as they play
- develop the accessibility of resources by labelling and organising them so that they are easily accessible, enabling children to make independent choices.

Inspection judgements

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

Children are welcomed into a warm and homely environment where they are well supported to make good progress with their learning and development. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and provides a very good range of activities to promote children's development in all areas of learning. She plans the educational programmes to incorporate children's interests and build on their existing knowledge and skills. Consequently, children are acquiring the skills they need to be ready for the next stage of their learning and school. The childminder tracks the children's progress regularly using age-related expectations. As a result, she is able to highlight areas where additional support is needed. This targeted provision means that all children including those with special educational needs and/or disabilities make good progress in relation to their starting points. The childminder finds out about children's needs and routines and their likes and dislikes from parents. She regularly exchanges information on children's care routines when they are dropped off and collected. She also shares information with parents about learning at home. This contributes to the good progress children are making.

Teaching is good and the childminder skilfully intervenes and extends children's learning during activities. They have access to a wide range of activities and the childminder supports child-initiated activities skilfully, particularly during role play and when supporting floor jigsaws and matching games. The childminder uses both child-initiated and adult-led activities to question and challenge children's thinking, for example, when completing a puzzle she encourages children to describe and name different fruits and vegetables. Children clearly enjoy their time with the childminder. They choose things that they are curious about. When they show interest in specific toys, such as cause and effect toys, the childminder sits on the floor with them and gives them lots of eye contact and verbal encouragement. She is mindful of individual children's attention span and allows children to move on to other activities when they are ready. This demonstrates the childminder's good understanding of how children learn and appropriate expectations for their ages and stages of development. Children's developing imagination is fostered well and they learn new skills while engaging in activities. They enjoy making dinner as they pretend to play in the kitchen. The childminder places a high priority on the development of language and communication. Children experiment with language and sound and follow instructions competently. She talks to the children constantly, listening to what they are saying, extending vocabulary and using questions that are appropriate to the children's level of understanding. However, opportunities for children to develop their communication skills and respond in sentences are not fully developed as the childminder does not always use open-ended questions. She plans regular singing activities and spends time looking at books and talking about the pictures in the books. She plays alongside the children, labelling and extending their vocabulary as they play. This successfully promotes their language development further. The childminder supports the development of mathematics well. For example, children explore shape and colour as they are drawing and completing jigsaws. They use the terms 'circle' and 'square' to describe shapes and initiate counting as they play a matching game. Counting is part of everyday activities. This means that children are making good progress in mathematics. Children develop their physical skills with regular outside play together, outings to the park, toddler group and soft play.

The childminder works closely in partnership with parents. She gains information from parents about children's routines, their likes and dislikes and starting points, which she uses effectively to support children's individual needs. Parents receive regular information about their children's progress. This is through discussions and the sharing of learning journals. Photographs and written observations are included in individual learning journals showing the progress that children make. Parents are encouraged to share information about what their children enjoy at home, which the childminder extends in the setting. She regularly exchanges information on children's activities and learning when they are dropped off and collected from school or other settings.

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

Excellent relationships exist between the children and the childminder. They form secure attachments and are happy and content in her care. Children benefit from consistent routines that help them settle quickly and feel secure. The childminder is warm and attentive to children's needs, which fosters their emotional and physical well-being. Children chat confidently, talk about their family, climb up on the childminder's knee and

snuggle in. They enjoy cuddles and close contact when reading a story together and when the childminder joins in during role play and imaginative play activities. The children receive her complete attention which helps them to feel very special, happy and well supported. The childminder offers frequent praise and eagerly responds to children's efforts. Consequently, children are very self-assured and confident within the childminder's home.

The childminder ensures that children are safe and well protected. Reins are used with younger children to keep them safe and the childminder has appropriate car seats and car insurance to help protect children when on outings. She is vigilant with regards to children's safety indoors. Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment. Many resources are accessible to the children and they confidently access resources that they want to use. However, some resources are not always labelled and organised to enable younger children to make independent choices and self-select. Children are encouraged to tidy up and understand the need to tidy up before getting other resources out. As a result, they can move around safely in the setting, knowing that they are keeping themselves and others safe.

Children settle into the setting quickly. Short visits are organised with parents so that the childminder can find out routines and personal care needs. She also observes children and talks to parents about what they like playing with so that she can ensure she has their favourite toys available when they arrive. This demonstrates that she thinks about and is made aware of, children's individual needs and personalities and ensures a smooth transition into the setting. Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with this childminder. Opportunities to extend children's experiences and learning are further enhanced by attending toddler groups and a vast variety of visits within the local area. Children's behaviour is good as they are engaged in their activities. The childminder has clear behavioural expectations which the children respond to well. They learn to play alongside each other, listen to each other and share their toys with each other, which helps them to learn about their own feelings and those of others. These skills will support children in their future learning. The childminder promotes children's good health and self-care through well-established care routines. For example, the childminder reminds younger children to wash their hands before eating. She ensures that children have had appropriate nutrition throughout the day and also helps children develop an awareness of the importance of healthy eating. This means that children are beginning to understand how to keep themselves healthy. They have access to regular fresh air and exercise. For example, they attend a soft play centre and regularly visit the park or feed the ducks.

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

Robust procedures are in place to safeguard children and these are effective in ensuring high priority is given to promoting children's welfare. The childminder has attended recent safeguarding training to keep her knowledge of protecting children up to date. She has a good understanding of the action she must take should she have concerns about a child and contact numbers and procedures are readily available. She makes sure all of the

required documentation that promotes children's safety and well-being is in place and is well organised. Risk assessments are completed for all areas of the home, indoors, outdoors and on outings, minimising any potential risks to children.

Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children learn. She has a good commitment to improving her service to families. She has completed a written self-evaluation and has used this to both identify her achievements and areas of development. She acknowledges and responds to comments made by parents, for example, their opinion of activities offered in her setting. She has successfully addressed recommendations from her previous inspection by updating her documentation. The childminder has strong links with other local childminders and attends training when available. This helps to promote her own learning and ensures her practice is current.

The childminder has detailed daily discussions with the parents to support her good working relationships with them. She involves parents in children's learning and successfully builds on their home interests. Parents' written and verbal comments are highly positive. For example, parents state that 'the service provided is beyond our expectations'; 'my child has made good progress since starting' and 'communication is very good'. The childminder provides a service that is inclusive for all children and their families to ensure children get the support they need to make good progress. Long established relationships with other settings children attend result in the childminder being able to extend and continue children's 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	EY284925
Local authority	Sunderland
Inspection number	861199
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/09/2009
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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