

## Inspection date

Previous inspection date

17/02/2014

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

- Teaching is good. The childminder provides a wide range of interesting and developmentally appropriate resources and activities for children in her care. As a result, children make good progress in their learning.
- Children are settled and display a sense of belonging. They have formed close attachments with the childminder as a result of her warm, caring approach.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. Robust risk assessments help to minimise any potential hazards to children to keep them safe.
- The childminder provides a stimulating but homely environment for children to play and learn in. She offers a broad range of resources, toys and activities that cover all areas of learning.

### It is not yet outstanding because

- There is scope to strengthen the links with parents so more information about what children are doing and achieving at home is shared and taken into account when planning activities, to extend children's good learning even further.
- There is room to extend the educational programme for communication and language development even further by displaying photographs and talking about them with the children.

## 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 spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.
- The inspector took account of the views of parents provided in written form.

## Inspector

Lindsey Pollock

## 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 in Hartlepool. The whole of the ground floor, and some rooms on the first floor are used for childminding. There is a garden for outdoor play.

The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently two children on roll, of whom one is in the early years age group. The children attend for a variety of sessions. The childminder operates all year round, flexible hours except bank holidays and family holidays. She has a childcare qualification.

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

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

- strengthen opportunities for parents to contribute more information about what children do at home, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- extend the educational programme for communication and language even further by using familiar photographs to introduce new words and encourage responses from children.

## Inspection judgements

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

The childminder has a secure understanding and knowledge of how to promote the learning and development of the children in her care. The quality of teaching is good and contributes to the progress children are making in their development. Useful information is obtained from parents about children's interests and starting points when they first start. This helps her maintain consistency in care for children and promote their learning immediately. Children are offered a wide and interesting range of activities and experiences to support their interests and enhance their skills. Resources are of good quality, support all areas of learning and are stored within reach, so that children can self-select activities and initiate play themselves. This promotes their independence and encourages self-confidence. The childminder observes children at play in order to understand and consider their current interests, development and learning. She then analyses this information to highlight children's achievements and to plan for the next steps in their learning. Parents are clearly happy with the learning and development

provision. They say the childminder 'fills the day with activities for our child' and that they 'enjoy the activities that the childminder arranges whether it be indoors or outdoors'. Learning journals are shared with parents and provide them with details of how their children are progressing. However, there is scope to build on the strategies to strengthen parents involvement in their child's learning. For example, by obtaining information from parents about what children have been learning and achievements at home so the childminder can use this to inform her plans and activities with the children.

The childminder has completed training to enable her to implement the 'Every Child a Talker' programme to help her to promote children's communication and language development. Much thought is given when interacting with children. The childminder gets down to their level so they can see her face as she talks to them and builds up their sentences by repeating and adding words. As a result, children are becoming competent in communicating, speaking and listening. The children love anything that makes a noise. The childminder responds to this interest by providing musical instruments and interactive toys and books which children love to play with and experiment with the different sounds they can make. There are lots of opportunities for children to delight in mess making and sensory play both in the childminder's home and at community groups. Parents say their children often take home 'lovely pictures and paintings' that they have made. The childminder ensures children have ready writing and art and craft resources, such as, paints and pencils, to help develop their early writing skills. She teaches them about colour, numbers and mathematical concepts effectively through routine events and planned activities.

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

The childminder is warm and welcoming and as result, children are happy and settled in her care. Parents comment 'I feel relaxed and confident knowing that when I drop my child off on a morning he is happy and well looked after'. Children's sense of security is evident as they smile and laugh readily and are confident to approach the childminder. The childminder takes time to get to know the children and their families before they begin attending. She knows about their likes and dislikes, interests, routines and particular individual needs. As a result, children settle well, form strong attachments with the childminder and know they are important and valued.

The childminder takes children to groups and on many outings and consequently, they learn how to adapt their behaviour to different social situations. As well as providing a wealth of new and exciting experiences, this prepares them well for the transition to nursery and school. The childminder gives children lots of praise and positive reinforcement and has realistic expectations for their behaviour. This helps children to become competent, assertive and self-assured. Parents say that the childminder is 'very patient and positive' with their child. The childminder recognises that over protectiveness can limit children's capacity to learn how to protect themselves from harm so gives them lots of opportunities to practise what they can do in safe surroundings. For example, she takes children to parks, soft play areas and toddlers groups where they can use different, more challenging equipment whilst being appropriately supervised.

Effective arrangements are in place to support children's good health. High standards of hygiene are maintained throughout all childcare areas and the childminder takes care to ensure tots and resources are washed frequently. This helps to minimise possible cross infection. The childminder has completed paediatric first aid training and has procedures in place for the safe management of dealing with accidents and the administration of medication. She helps children to learn about healthy eating by providing healthy meals and snacks and talking to the children about the benefits of a healthy diet. Drinks are constantly available so that children remain hydrated. The childminder also ensures that children spend a lot of time outside in the fresh air and engage in regular exercise.

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

The childminder is an experienced and qualified practitioner who confidently and successfully meets the requirements of the Statutory framework for the Early Years Foundation Stage. She is knowledgeable about the steps she must take should she be concerned about a child's welfare and a clearly written safeguarding policy is in place. Robust risk assessments help in identifying any risk to children. The childminder takes action to ensure they are safe at all times both on the premises and when on outings. Adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder has all the documentation needed for the safe and efficient management of her practice. Policies and procedures are shared with parents so they can understand how her provision operates. The childminder closely monitors the learning and development provision to ensure this is helping children to make good progress in relation to their starting points.

The childminder is confident in highlighting the strengths of her provision and how she intends to improve in the future. She is keen to continuously build upon her already good practice and seeks the views of the children and their parents to her with this. She is willing to complete training and reads childcare publications to enhance her knowledge. This demonstrates a good capacity for continuous improvement.

The childminder establishes effective relationships with parents. Regular feedback, both verbally and in daily dairies, keep parents up-to-date about their child's progress and they have open access to their child's development files. Parents speak very highly of the childminder and the service she provides. For example, they say 'I would recommend the childminder to anyone seeking childcare for their child' and 'the childminder is very dedicated to her job'. They very much value that the childminder is flexible in meeting their childcare needs. Children in the early years group do not currently attend any other early years settings, but the childminder is aware of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education when appropriate.

### **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

<b>Unique reference number</b>	EY465369
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	934307
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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