

Inspection date

Previous inspection date

12/02/2014

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

- The quality of teaching helps children to learn and make good progress in their development. The childminder plans activities that reflect children's interests and abilities.
- Positive partnerships are in place with parents. This results in effective joint working to promote children's welfare and learning.
- The childminder is fully aware of her responsibilities for safeguarding children and ensures this is given high priority. Consequently, children are safe and protected while in her care.
- The childminder has made a positive start to her childcare career and is committed to continual improvement and to providing the best care for children.

It is not yet outstanding because

- There is scope to extend the educational programme for communication and language development even further by displaying photographs and talking about them with the children.
- Arrangements for children to wash their hands before eating do not consistently help them to learn excellent hygiene practices.

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 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 observed play and learning activities inside the home.
- 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 partner, their children aged five years and two years and her mother in Spennymoor. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an outdoor play area.

The childminder visits the shops and park on a regular basis. She collects children from a local school. There is currently one child on roll. This child is in the early years age group and attends for a variety of sessions. The childminder offers flexible hours and operates all year round, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the educational programme for communication and language even further, for example, by using familiar photographs to introduce new words and encourage responses from children
- improve the arrangements for hand washing to help children learn more about the factors that contribute to maintaining excellent standards of health.

Inspection judgements

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

The childminder successfully promotes the learning and development of the children in her care. She works closely with parents when children first start, to get a picture of where they are in their development so that she can plan appropriate activities to help them progress. She documents her observations of children's achievements, makes an assessment of where they are in their development, then plans activities to help them progress further. For example, she recognises that children require support to build their confidence when around others, so slowly and gradually introduces them to new situations, making sure they feel secure and reassured. Early indications are that children are making good progress in their learning and skills and towards the early learning goals. This helps to provide the right foundation for good future progress through school and life.

Children's communication and language skills are supported well by the childminder. She gets down to their level so they can see her as she speaks to them and responds to their early language in a positive manner. She repeats things back to them so they heard words

spoken correctly and adds other words to help them build sentences. Consequently, these youngest children are becoming skilful communicators and confidently talk and chatter as they play. However, there is scope to extend the educational programme for communication and language even further by displaying photographs of familiar people and events to prompt additional conversation and language. The childminder introduces new experiences to children, such as activities where they can delight in sensory exploration and mess making. They have great fun painting with their hands as they explore the different colour and texture. She quickly recognises that children prefer using household items to make music with rather than the 'real' musical instruments and makes these available to them. The childminder supports children to develop their own self-help skills. She encourages them to try to put on their own coats and hats, clapping and praising them when they manage this. She involves them in helping to tidy up the toys when they have finished playing with them and supports them to feed themselves. These kind of activities contribute to preparing children for the next stage of their learning in nursery and then onto school.

Parents say that they are very pleased with the learning and development provision and they fully recognise the contribution the childminder makes towards their children's achievements. For example, they say that their child has 'come on leaps and bounds' since being with her. Records are shared with parents and provide them with the details of how their children are progressing. A daily diary is shared between parents and the childminder. Both parties record details of what children are learning while in their care. This further helps to secure the learning process.

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

The childminder takes care to ensure children feel confident and secure. She liaises very closely with parents to get lots of information about children's individual needs, likes and dislikes to help children's have a trouble free transition between home and her care. Consequently, children settle quickly and parents state that their children are happy to go to childminders. Children enjoy relationships with the childminder that are close, warm and supportive. This promotes their emotional well-being. The children are very much 'at home' and approach the childminder confidently and with affection.

The childminder supports children to play alongside each other, staying close by to intervene and prevent disputes. She keeps routines flexible so that children can pursue their own interest to reduce frustration and duplicates some resources to prevent conflict. The childminder uses praise when the children achieve tasks, for example, when they join in activities, such as fixing the train track together. The children proudly clap themselves demonstrating good self-esteem. Although still very young, the childminder talks to children about safe practices, such as road safety and includes them in emergency evacuation drills so they develop an understanding of how to keep themselves safe.

Good standards of hygiene in the home help to keep children well. All childminding areas are clean and resources are washed regularly to help prevent the spread of infection. However, the childminder does not consistently teach children about the importance of washing their hands before they eat their snack to extend their learning of excellent

hygiene practices. Effective procedures are in place for administering medication to promote children's well-being. The childminder has completed first aid training and has detailed procedures in place to follow should a child have an accident while in her care.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She places a high emphasis on keeping children safe and carries out thorough risk assessments to identify potential risks. Her home is secure and children are well supervised at all times. Through discussion it is evident that she fully understands her responsibilities for child protection and is clear about the indicators that may suggest a child's welfare is compromised. Documentation to support children's well-being and safety is easily accessible and up to date. Confidentiality is fully maintained with all records kept in an appropriate manner. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder has effective systems in place to monitor the educational programme. This ensures that she covers all areas of learning effectively, while recognising that the three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning.

The childminder has made a positive start to her childcare career and demonstrates a strong drive to build on her success. She is open to the views of parents and seeks these through daily conversations. Guidance from local authority advisors is valued and acted upon. She is also beginning to identify areas for development herself to make the changes needed to further improve the provision, for example, adapting the way in which she documents children's learning and development. She is keen to attend further training and is monitoring and evaluating her practice so she can identify priorities for this. This shows her commitment to the children and vision of providing a successful learning environment for all.

Partnerships with parents are good and make a strong contribution to meeting children's needs. Parents are very complimentary about the care that their children receive. For example they say they are 'very, very happy with the service'. Verbal and written information is shared between the childminder and parents on a daily basis. This ensures children's needs are fully met. The childminder is aware of the requirement to work in partnership with other providers of the Early Years Foundation Stage and professionals to promote children's welfare 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

Unique reference number	EY469558
Local authority	Durham
Inspection number	935713
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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.

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.

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