

Inspection date

Previous inspection date

03/03/2014

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

- Children are cared for in a safe environment where any risks to them are minimised and good levels of supervision are offered. This ensures children are safe and well protected.
- The childminder promotes very young children's early communication and language skills very well. She sensitively interacts with them and tunes into the sounds they make. She talks about what she is doing and what is happening during everyday routines and as they play.
- Close working relationships are in place with parents, which helps them effectively share what they know about their children and keeps them very well informed about their children's achievements.
- The quality of teaching is good. The childminder accurately assesses children's progress and effectively plans for their next steps in learning. This ensures children are well challenged and make good progress in their learning.

It is not yet outstanding because

- The outdoor environment does not always give children the opportunity to fully explore and investigate the natural world.
- There is scope to extend the opportunities for young children to play with natural and tactile resources, to enhance their sensory development.

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 had a tour of the premises and observed children playing.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector also took account of the views of parents through their written comments in children's learning journals.
- The inspector checked evidence of suitability of the childminder.

Inspector
Karen Tervit

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 10 and six years in the Seaham area of County Durham. The whole of the childminder's home, except for the main bedroom, is used for childminding. Children have access to the rear garden. The childminder attends a toddler group and activities in the community. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group. The childminder operates all year round from 8am to 6pm on a Monday to Friday, except for 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:

- enhance the opportunities for young children to independently observe and explore the natural world
- expand opportunities for children to explore a wider range of natural materials and sensory experiences, for example, by introducing treasure baskets enabling them to investigate different sounds and textures.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Overall, she provides children with a broad range of fun activities that cover all areas of learning. Consequently, children are happy, relaxed and make good progress in the childminder's care. Close working with parents from the start means that she is able to obtain information about children's starting points and interests and use this to inform her planning. The childminder considers the children's age, stage of development and interests when planning experiences. For example, she ensures that very young children have plenty of space to practise their walking and crawling skills. However, for young children in particular, the garden does not yet mirror the very good indoor provision, for example, by allowing them to explore and investigate the natural world.

The childminder acknowledges children's early attempts at language at every opportunity and supports them well by sitting on the floor with them and giving them lots of eye contact. She repeats words back to them and offers a running commentary as they play. This helps them to find their voices and become confident and competent speakers.

Consequently, very young are confident in expressing themselves asking to sing a particular song 'again'. The childminder allows children the time and space to play without intervening unnecessarily, however, is close by to engage in and extend play. For example, she allows children to explore the wooden ramp and cars by themselves initially. She then supports their learning by modelling how to successfully make the cars go down the ramp, counting as they glide to the bottom. This enables her to extend children's learning while helping them to gain confidence to make choices and do things for themselves. Children have easy access to a wide range of suitable resources, promoting their independence skills. However, the range of everyday objects available, such as treasure baskets, so young children can explore and investigate using all their senses is more limited. The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. She is skilled at encouraging children to 'have a go'. Consequently, children learn to post the shapes in the sorter and use the sturdy walker to help them find their feet. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. Consequently, children gain many of the skills they need for future learning and the transition to school.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check at age two, however, due to the age of children in her care she has not yet had to complete this assessment. Even though children are relatively new to the childminder they have their own individual learning journals and scrapbooks which includes a wide range of photographs which captures them having fun as they play. These also contain examples of their work which shows the good progress they are making. Alongside this, the childminder asks parents to share what they are doing at home. Consequently, children benefit from a shared understanding and common approach to supporting their progress. Parents comment that 'child's development in such a short space of time has come on leaps and bounds'.

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

The childminder is warm and welcoming and she provides an environment where children are nurtured and very well cared for. Children demonstrate strong attachments and close bonds with the childminder. For example, she instantly recognises that children may be unsure of a new adult in the room and offers lots of cuddles and gentle reassurances. Flexible settling-in procedures help children to adjust at their own pace. This helps children to make a smooth transition into the childminder's care. The childminder takes great care to find out about children's home routines and works with parents to provide consistency and continuity. Parents comment that children are cared for 'in a safe and nurturing environment'.

The childminder helps children to develop their confidence. She supports and encourages them to try new things. The childminder gives lots of praise and lets children know they are important to her and are valued. She helps them to understand expectations and boundaries and although, very young, they are beginning to respond to these. For example, they know not to touch the cushions she uses to protect the television unit.

Children are encouraged to learn self-help skills. For example, they are encouraged to 'have a go' at feeding themselves and manage this well using a spoon and fork. The childminder effectively encourages children to interact and mix with others. For example, she attends the local toddler groups so children can play with others. Consequently, the childminder supports children well to develop the confidence and necessary skills they need as they move onto the next stage in their learning at nursery or school.

The childminder successfully manages children's behaviour. She reinforces their positive behaviour very well with plenty of praise and encouragement. As a result, children clearly understand the expectations of behaviour and learn to respect each other and are beginning to share and take turns. Children develop a good understanding of the benefits of a healthy lifestyle. Effective practices are in place to minimise the risk of cross-infection. For instance, following daily hygiene routines, such as regular hand washing. Children have good opportunities to enjoy fresh air as they play in the garden and go on local walks. All of which helps to promote children's good health. Children enjoy nutritious and balanced food throughout the day provided by parents. The childminder gives children the opportunities to practise what they can do in safe surroundings. For example, very young children are included in conversations about road safety and in the emergency evacuation drills, so they develop an understanding of how to keep themselves safe.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. She understands her responsibilities in relation to safeguarding and has attended recent training. She has clear policies in place and she knows who to contact if she had a concern about a child in her care. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. Children are kept safe inside and outside as the childminder carries out thorough risk assessments so as to identify and minimise potential hazards. The childminder has a valid first-aid certificate, and consequently, knows how to deal with any minor accidents and injuries.

The childminder has made a very positive start to her childcare career and demonstrates a good capacity to maintain continuous improvement. She is enthusiastic and consistently monitors and evaluates the play and learning she provides, which ensures that children's good progress is maintained. The childminder regularly meets with early years advisors and other experienced childminders, valuing their advice and support. She has made a good start at identifying her strengths and areas for development and is targeting areas that will bring about most benefit to children. She welcomes feedback from parents and uses their contributions to help her with the evaluation process.

Partnerships with parents are positive. Parents' written comments indicate their high level of satisfaction with the service the childminder provides. For example, they say that they are 'over the moon with the service provided'. A wide range of information is shared with parents prior to care commencing, so they are fully informed of the childminder's policies

and procedures. As well as daily conversations, a written diary is kept, so that parents have all the information they need about their children's care. The childminder understands the importance of working with other settings and professionals, if the need arises, in order to promote continuity in children's care and 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	EY468785
Local authority	Durham
Inspection number	934330
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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.

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