

Inspection date	04/03/2014
Previous inspection date	16/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's needs are very well met as the childminder has developed strong relationships with parents. They keep each other informed about children's welfare and regularly discuss children's progress.
- The childminder is dedicated to providing a safe, stimulating and supportive environment in which children develop secure emotional relationships with her. This means that children develop a high sense of well-being and confidence.
- The childminder has a good understanding of how to support children's learning and uses observations to plan appropriate next steps for all children. As a result, children are making good progress towards the early learning goals.
- Children learn to behave well because they have secure boundaries and are encouraged to be respectful and caring towards one another. This promotes an atmosphere of mutual respect.

It is not yet outstanding because

- There is further opportunity to introduce more real and natural items to enhance children's play experiences and encourage their exploratory skills.
- There is scope to further develop the use of specific praise and encouragement to enhance the already good opportunities for children to develop their thinking and learning.

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 looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector checked evidence of suitability and took into account the views of parents through information provided in questionnaires.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, eight and six years in a house in Hartlepool. The whole of the ground floor, upstairs bathroom on the first floor and the rear garden are used for childminding. The family has two dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- increase the range of freely available natural and real items to enhance children's exploration skills
- extend the use of specific praise and encouragement, especially noting effort, such as how children concentrate and persist in activities.

Inspection judgements

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

Children make good progress in their learning and development as the childminder provides a varied range of activities and resources relevant to their age and stage of development. She works closely with parents and carers, gathering information about children's routines and starting points. 'My settling-in story' ensures the childminder is fully aware of children's prior achievements and current stage of development. This enables her to help children to make progress as she successfully builds on what they already know and can do. Observations of children's play and information gathered from parents and other providers are used to monitor the progress children make and to plan for next steps in their learning and development. This helps to support children to make good progress and be as ready as they can before starting school or nursery.

Parents are included in all aspects of their children's care and education because the

childminder shares with them information about the Early Years Foundation Stage. The use of a daily diary and verbal feedback keeps parents informed about their child's day. The childminder also regularly shares her observations and assessments so parents are aware of their children's progress. Parents are also encouraged to share information about what children have enjoyed at home. The childminder has systems in place to complete the 'progress check at age two' and has a good understanding of working with parents and other agencies to fully support children to reach their full potential.

Children enjoy exploring the outdoor environment and confidently talk about the things they observe, such as the birds in the garden and the spring bulbs starting to flower. They are also encouraged to help plant seeds and plants, which enables them to develop an understanding of growth and change over time. However, natural and real items to enhance children's exploration skills are not always freely available. Children show a great interest in tigers and the childminder encourages their interest through, stories, small world play and craft activities. For example, older children thoroughly enjoy and join in with stories about tigers and confidently predict what will happen next and talk in detail about what the tiger should have for tea. The childminder uses small world animals to teach younger children new vocabulary. She repeats the names of animals and verbalises the relevant sounds they make so they can explore and imitate sounds. She listens with interest and responds quickly to their verbal and non-verbal communication, all of which helps to develop children's early communication and literacy skills. She also provides lots of praise and encouragement, however, praise and encouragement is not always specific, especially when noting effort, such as how children concentrate and persist in activities. This does not always fully promote children's thinking and learning.

Children have great fun painting and confidently use their paint brushes to paint their tiger mask. The childminder encourages children to develop their awareness of colour names and encourages children to explore what happens when they mix colours. Older children name yellow and red and the childminder encourages them to talk about the changes as they mix the colours together. Children show an interest in the shapes of everyday objects and independently count the different circles they can see, such as, the seats of the stools, the wheels on the car and the circles they have drawn. This demonstrates they can confidently use mathematical language to talk about everyday objects and shapes.

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

The childminder works closely with parents to support children's transitions into her care. Settling-in visits are offered, which means that children gradually become familiar with their new surroundings. A wide range of information is obtained from parents about children's routines, interests and individual needs to enable the childminder to offer a consistent approach, which supports children's well-being very well. She completes an in-depth daily diary for younger children, which ensures relevant information is exchanged and their needs continue to be met. Strong, warm and caring relationships between the childminder, her family and children are evident. She provides a welcoming home from home environment where children are valued. This helps them to feel good about themselves and children are observed to be very happy, content and secure. There are

clear expectations set for behaviour and the childminder talks through with children about how they can resolve conflicts. For example, a disagreement over whose turn it is on the swing is quickly negotiated as she reminds children that they need to take turns. As a result, children learn to share and cooperate with each other.

Resources are relevant to children's age and stage of development and they are able to freely access the resources available. As a result, they become confident in making choices and become independent learners. Children are well-prepared for the transition to school through regularly attending toddler groups and activity sessions, which help them to be confident as they move onto the next stage in their learning. They enjoy being outdoors and have great fun running, climbing and swinging in the childminder's garden. They also regularly visit local parks and soft play areas. This encourages children to enjoy the fresh air while developing their physical skills.

Children develop an awareness of safety because the childminder gives ongoing explanations, such as explaining what might happen if they climb on the furniture and talk about road safety when on outings. The overall atmosphere is one of calm, so children are happy and focused during child-initiated and adult-led play. Good hygiene procedures, such as hand washing are promoted at all times and the childminder promotes healthy lifestyles in a variety of ways. For example, children are offered fruit for snack and home cooked meals for lunch.

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

The childminder understands her responsibilities relating to child protection and safeguarding. She knows the procedures to follow if she has any concerns regarding children's welfare and safety. The childminder supervises children closely and uses risk assessments well to identify and minimise potential hazards. She checks her premises, including the garden, on a daily basis before children arrive and considers hazards associated with visits off the premises. The childminder maintains the required documentation and records to help ensure children are safe and well cared for.

The childminder monitors the educational programmes to ensure that children make good progress while in her care. Effective systems for the observation and assessment of children support her to achieve this. The childminder is very keen to develop her practice and has effective strategies in place for monitoring and evaluation. She recognises the importance of professional development and works closely with other childminders, the local authority advisors and attends a relevant range of training to consistently develop her knowledge and skills. All priorities for improvement are clear, which helps to support and enhance children's learning and development.

The childminder builds good relationships with parents and regularly exchanges information with them. This helps ensure that she can successfully meet their children's individual care and learning needs. Parents are very pleased with the service that she provides. The comment that the 'Childminder is excellent and that they feel very

comfortable leaving children in her care and could not ask for a better childminder service and would definitely recommend to other people'. The childminder also has good links with the local nursery and school. This helps support children as they move onto the next stage of their education.

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	EY404480
Local authority	Hartlepool
Inspection number	781725
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	16/06/2010
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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