

Inspection date	10/03/2014
Previous inspection date	01/02/2010

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 are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with interesting and challenging play, which covers all areas of learning.
- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Children's development is promoted by a successful partnership with parents. The childminder keeps parents well-informed so they are included in their child's learning and there is a consistent approach.
- The childminder ensures children are safeguarded. Her home is safe, secure and well-organised so that children can move safely and confidently. They access a good variety of resources, which encourages their confidence and independence throughout the day.

It is not yet outstanding because

- There is scope to extend opportunities that help develop children's confidence and social skills.
- The childminder uses and displays few words for children to help them become familiar with text. This means children's familiarity with written words is not fully encouraged.

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 made observations of the children while they were engaged in activities in the playroom and kitchen.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parent's views through feedback from their questionnaires.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the Low Grange area of Billingham. The whole ground floor of the childminder's house is used for childminding purposes. There is an enclosed rear garden for outside play. The family has a dog. The childminder collects children from the local schools and pre-schools. There are currently four children on roll, all are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, 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:

- help children even further to gain greater confidence in initiating play and interact with other children, for example, by providing more opportunities for them to attend toddler or pre-school groups
- enrich children's literacy skills by providing a more language-rich environment, which enables them to see greater examples of well-written words and better promotes familiarity with print.

Inspection judgements

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

Children are happy and engaged. This is because the childminder understands how they develop and learn and provides a variety of stimulating experiences that motivate children and capture their imagination. The childminder regularly observes children and records her observations within children's learning journals. These enable her to monitor and assess children's progress and identify any areas for development. Parents and carers are actively encouraged to view these records and the childminder invites them to record comments about their children's progress and interests at home. Subsequently, the childminder effectively uses this information to inform her future planning and suggest ways that parents can support their children's learning and development at home and in her setting. The childminder is aware of the requirement to provide a written summary of children's development in the prime areas when they are aged between two and three and has devised clear records to implement this.

The childminder gives high priority to children's communication and language skills and this has had a positive impact on their learning. She constantly engages in conversation, uses repetition of language and responds to children's verbal and non-verbal

communication. The childminder models correct language sensitively and rephrases children's sentences to help them hear the correct pronunciation of words, therefore, encouraging the development of their communication and language skills well. Children enjoy choosing books and sitting with the childminder for short periods of time to point to familiar pictures and objects. Children are beginning to develop their early writing skills through mark making and drawing activities. Older children show a developing interest in early reading. However, opportunities to capitalise on this are missed as the childminder does not use any form of labelling or posters to depict text. Children demonstrate many of the skills they will need for school and future life. For example, older children solve problems as they complete a jigsaw puzzle, using a mixture of trial and error and careful examination of shapes and colours.

The childminder understands that children develop at different rates and in different ways and plans experiences accordingly. For example, children engage in creative activities and the childminder ensures that there are opportunities for children of all ages to take part and learn. Older children develop mathematical skills and coordination as they carefully spread the glue on their paper and name the different shapes they use to stick. The younger ones explore and experiment with texture and adults introduce descriptive language and support children's play. The childminder appropriately supports children's understanding of the world. For example, through books, discussions and joining in celebrations of different cultural and religious events, such as Chinese New Year. The childminder helps prepare children in making the transition to new settings, such as school, by constantly building children's self-esteem and developing their independence. However, she has not yet explored the opportunities available locally to attend toddler or pre-school groups so children learn to mix and socialise with larger groups of children and adults outside of the home environment. Therefore, preparing them even further for the next stage in their lives. All children enjoy regular opportunities for physical activities, such as outings to soft play centres, walks to the local park and various wheeled toys in the garden. Consequently, their physical skills, including their balance and coordination, are enhanced.

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

Children are at ease in the childminder's care and share warm relationships with her and her family. She offers a comfortable, inviting and child-friendly environment, where there is plenty of space for them to play and rest. Flexible settling-in procedures help children to adjust at a pace that successfully reflects their needs and parental requirements. This helps children to make a smooth transition into the childminder's care. Prior to children being left in the childminder's care, a wealth of information is gained from their parents. For example, the childminder obtains information about children's home routines and their individual preferences and needs. This two-way exchange of information offers valuable support for children's welfare and happiness.

Children's independence and freedom of choice are effectively supported because a good selection of quality resources is stored within their easy reach. The childminder has a very calm and friendly manner and this creates a relaxed and happy atmosphere where

children behave appropriately. She actively teaches good manners and children's good behaviour, effort and achievement is promptly acknowledged and encouraged through praise and positive body language.

The childminder ensures that the environment is healthy and safe and fully promotes children's welfare. Children develop a positive attitude towards a healthy diet because it is promoted during every day experiences and conversations. Mealtimes are relaxed occasions where children and the childminder interact, eat together and enjoy each other's company. Young children are actively encouraged to have a go at feeding themselves and show growing confidence and ability when using cutlery and holding cups. Frequent outings in the local neighbourhood contribute to children's good health. For instance, during visits to local parks children experience fresh air and have lots of opportunities to run around and expend energy. The childminder teaches children how to keep themselves safe. For example, they know to sit properly on the chairs at the table and not to stand on the toys in case they break. Road safety is regularly reinforced and practised during outings and children learn about fire safety through discussion and regular fire drills.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Consequently, her knowledge of appropriate child protection procedures is secure. Comprehensive and well-written policies carefully outline her procedures and responsibilities and these are regularly reviewed and shared with parents. This ensures they are clear about how the provision operates. Written risk assessments are in place, which clearly demonstrate how the childminder addresses any potential hazards to ensure children's safety is promoted at all times. Children are only released into the care of authorised individuals and all adults living in the home have been appropriately vetted.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a range of interesting and challenging experiences to enable them to make good progress. The childminder effectively monitors children's progress and adjusts planning to reflect any changes in their interests or needs. She ensures that all areas of learning are covered and next steps in children's learning are highlighted. As a result, children's progress is monitored and assessed consistently. Good partnership working with parents and carers successfully supports children's overall development. The childminder responds sensitively to children's individual needs and takes on board parents' wishes. Daily diaries and regular verbal communication helps keep parents well-informed of their child's activities and achievements. Although there are no children currently attending other settings, the childminder is fully aware of the importance of establishing partnerships with others and has considered how to put this in place when required.

The childminder regularly monitors and evaluates her practice to help her to identify strengths and areas for improvement. As a result, the childminder knows her strengths and is keen to develop her provision further to benefit children and improve learning experiences for children. For instance she has plans in place to create a digging and growing area in the garden to help further promote children's physical skills and understanding of the world. The childminder has successfully addressed the recommendations from her previous inspection and made notable changes to her provision. For example, she has converted the garage to create a very comfortable and child friendly playroom for children. The childminder keeps her knowledge up to date through training and has attended some workshops, including basic safeguarding and risk assessments. She has also booked a place to refresh her knowledge regarding food safety and hygiene. All of which help her to improve the provision for all children for them to continue to make good progress. Questionnaires recently received from parents confirm how happy their children are in her care. Additionally, parents comment on the wide range of experiences enjoyed by their children and how well the childminder meets children's individual needs.

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	EY360788
Local authority	Stockton on Tees
Inspection number	821014
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	01/02/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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