

<b>Inspection date</b>	10/02/2014
Previous inspection date	15/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 childminder provides a good range of open-ended resources, such as long cardboard tubes and boxes. This means that children use, move and combine this equipment in a variety of imaginative and creative ways.
- Children feel safe and comfortable with the childminder, who establishes very warm, affectionate bonds with them. This results in them feeling safe, settled and secure while they are in her care.
- The childminder takes all necessary steps to keep children safe and well. She ensures the suitability of family members who have contact with children, maintains the home environment to ensure it is free from hazards and knows who to contact if she is concerned about a child.
- The childminder communicates with parents effectively. Good ongoing communication means the childminder and parents are able to work together effectively to meet the needs of the children.

### **It is not yet outstanding because**

- There is room to strengthen teaching to further enhance children's ability to put two or more words together in order for them to fully extend their expressive language skills.
- Children have less opportunity to explore and find things out for themselves because the childminder is very keen for them to learn and sometimes intervenes too early.

## 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 viewed all areas of the home and garden used for childminding.
  - The inspector carried out a joint observation with the childminder.
  - The inspector checked evidence of the childminder's suitability and plans for further improvement of her service.
- The inspector observed teaching and learning activities in the conservatory and
- kitchen areas and spoke to the childminder and children at appropriate times during the inspection.

## Inspector

Nicola Jones

## Full report

### Information about the setting

The childminder was registered in 2003 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 Peterlee. The childminder works with an assistant. The whole of the ground floor, first floor bathroom and the rear garden of the house is used for childminding. The family has a hen and fish as pets.

The childminder attends a toddler group and activities at the local library and children's centre. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently four children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 8pm, 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:

- enhance the already good practice in developing children's expressive language skills by expanding on what they say and using additional words when responding
- provide children with the space and time to explore and fully develop their already good problem-solving skills before intervening to extend learning further.

### Inspection judgements

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

The childminder provides a well-resourced learning environment for children, covering all seven areas of learning. Toys and equipment are available in the conservatory and garden areas of her home and good use is made of additional areas, such as the kitchen table and a large builders' tray to extend opportunities for learning. The childminder builds on children's home-based knowledge and experiences, and provides opportunities for progression, extension and challenge. For example, when the childminder and parents notice that children enjoy squeezing bottles, the childminder provides creative experiences to enhance their hand and finger control. Children maintain focus for extended periods of time when they hold small bottles of glue. They use their hands to squeeze the bottle and watch as the glue makes patterns on the paper. This supports their physical skills and develops control and coordination when they make small movements. The childminder supports children appropriately when they play. She sits alongside them on the floor and helps them to develop curiosity about objects around them. Open-ended resources, such

as long cardboard tubes, are provided and children enjoy placing objects at one end and watch as they roll through to reach the bottom. The childminder enhances children's communication and language skills well when she names each object and asks questions, such as 'do you think this book will fit?'. This helps children to problem solve and encourages them to explore and investigate. However, there are occasions when the childminder intervenes too early in children's exploratory play and does not always give children enough time to fully enhance their already good problem-solving skills. For example, when the child says 'stuck', the childminder removes the object from the bottom of the tube without allowing them to investigate this further for themselves.

The quality of teaching is consistently good. The childminder has good knowledge of how young children play and learn and uses this well to support their individual learning and development needs. The childminder holds a relevant level 2 childcare qualification and is working towards a level 3. She demonstrates a strong drive to improve the quality of her teaching and uses advice from local authority professionals to ensure teaching and learning is well focussed and matched to children's individual needs. She carries out accurate assessments and plans activities and experiences based on children's age and stage of development and individual interests. As a result, children make good progress during the time they spend with the childminder and gain the necessary skills and knowledge required for school, when the time comes. The childminder has good awareness of strengths in children's learning and plans opportunities and experiences to extend learning. For example, she models words by repeating what children say. However, there is room to strengthen teaching to enhance children's already very good language skills further by expanding on what children say and adding additional words. For example, when children say 'stars', the childminder says 'yes, shiny stars'. The childminder provides good opportunities for children to develop their physical skills. She has quickly acted upon recommendations received at her previous inspection and provides a wider range of equipment in the garden area. Children have access to bikes, steps, tyres and lengths of guttering to explore rolling balls and water. Indoors, the childminder provides an extensive range of materials for children to explore and practise manipulative skills. For example, she uses a large builders' tray and fills it with resources, such as play dough, flour and baby oil and noodles. As a result, children experiment, get deeply involved in their learning and represent their thinking in a variety of ways. This supports all aspects of their learning and development.

The childminder has a clear system to evidence, monitor and track children's learning through effective and accurate observations and assessments. This means she has a good understanding of each child's individual strengths and weaknesses and effectively plans activities and experiences based on their age and stage of development. The childminder completes effective learning journals for each child in her care. Parents have regular access to this information and they engage in two-way dialogue with her on a daily basis to keep them fully informed of their child's progress. They are actively encouraged to share their child's learning at home with the childminder, who effectively threads this through into her planning. This shared knowledge is used to draw up a clear picture of a child's development, effectively meeting their individual needs very well.

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

The childminder provides a warm, welcoming and stimulating home environment. A strong emphasis is placed on meeting children's physical and emotional needs. Children benefit from relationships that are close and supportive and the childminder is highly skilled in recognising and effectively addressing their feelings and emotions. For example, she gives children a bottle of milk when she recognises they are feeling tired. The childminder tunes in sensitively and responds to young children's needs, providing loving and consistent care. She gives them her full attention and makes sure children can explore from her secure, close-by presence. This supports children to build secure attachments and a sense of belonging and safety. As a result, children thoroughly enjoy the time they spend with the childminder and are motivated and confident to explore the environment. Children independently access the wide range of stimulating resources in the conservatory area of the childminder's home. Toys and equipment are attractively displayed in baskets and boxes on the floor area and children enjoy freely choosing from the selection available. Additional resources are kept in a well-maintained, labelled storage unit in the kitchen. Independence skills are further promoted during meal times. This is because the childminder encourages children to wash their hands before eating and provides small pieces of fruit to enable children to feed themselves.

The childminder fully understands the importance of gathering good quality information from parents when children move from their own home environment into her care. She has a detailed settling-in policy which ensures key information, such as sleep and feeding routines, specific dietary requirements and things that upset children, are followed. Children make initial visits with their parents and gradually build up the time they spend with the childminder. This ensures continuity is provided in children's physical well-being and they are emotionally prepared for the move. Children are equally well supported when they attend the childminder's home following their day at school. The childminder has developed good relationships with local schools over time and shares key information, such as shared approaches to behaviour, to meet individual needs. This ensures clear, reasonable and consistent rules are implemented by all professionals, including parents, working closely with children, to maintain a joint approach.

The childminder talks gently to young children, sitting alongside them as they play and reassuring them they are safe. She reinforces messages of safety throughout the day, such as informing children why they need to keep the bottle of glue away from their face. This helps children to develop an awareness of safety and provides surroundings in which children have freedom to move safely as they want. Children gain additional knowledge of safe practices and gain regular access to fresh air when they play in the garden area. The childminder ensures the environment is safe and secure and places high priority on developing children's physical skills by running, riding and climbing. Awareness of living a healthy lifestyle is further enhanced during meal times when the childminder talks to children about maintaining good oral hygiene and making regular visits to the dentist.

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

The childminder fully understands her responsibility in safeguarding children and has effective policies and procedures in place to ensure children are kept safe at all times. Appropriate checks have been carried out on the childminder and members of her family to ensure they are suitable to be in contact with children. She ensures her environment, both indoors and outdoors is free from hazards and all areas accessed by children are suitable. She constantly reviews her risk assessments and puts additional measures in place when new dangers come to light. For example, the childminder has recently discovered the decking in her garden presents a slipping hazard. She has put a play house in the way to act as a barrier and ensures all children remain in the lower end of the garden until the hazard has been removed. There are clear procedures in place for the use of cameras and mobile phones. Permission is obtained from parents for the childminder to take photographs of children and effective measures are in place to ensure images are not shared beyond her home, are stored confidentially and used only for professional purposes. The childminder has a comprehensive understanding of her responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All policies are up to date and implemented effectively. For example, a written record is kept of all complaints and concerns raised, and their outcome and a daily record of children's attendance is maintained.

The childminder maintains a good overview of the educational programmes she provides for children, both indoors and outdoors. She accurately monitors the progress they make over time. This means that accurate information about children's achievements is obtained and clearly shows where intervention is required, supporting their individual needs well. The childminder has a positive drive to improve the service she provides and is committed to furthering her own professional development. For example, she has recently accessed training focussing on the needs of two-year-old children. This has helped the childminder to focus on the learning and development needs of this age group and has improved her practice. This aims to enhance children's achievements over time. The childminder actively seeks the views of parents and children to identify areas to improve her practice and provision. She uses questionnaires and ongoing discussion and acts upon comments made about her provision.

The childminder has developed a very good relationship with parents over time. Written documentation produced for the purpose of the inspection includes comments, such as 'the childminder has helped to develop and nurture my child with excellent care and has also become one of their favourite people' and 'I put my trust in her where my child is concerned and knows she puts their safety and welfare first'. This demonstrates how satisfied parents are with the level of care and service provided. The childminder works well with external agencies and services, such as social services. She incorporates strategies into her practice to fully support children's individual needs. She knows how to access additional information from health professionals. This ensures interventions are secured, when required, and children receive the support they need. The childminder describes how she regularly meets and works alongside other childminders to enhance her knowledge and skills and further develop her service.

### **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>	EY261085
<b>Local authority</b>	Durham
<b>Inspection number</b>	949234
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/04/2013
<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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