

Inspection date

Previous inspection date

14/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The childminder is very warm, caring and affectionate with children. This helps children to feel happy, settled and secure in her care.
- The childminder has a sound understanding of how to promote children's good health and well-being. Her home is well maintained and all potential hazards are minimised. This means that children can move around the space freely and safely.
- The childminder has a developing knowledge of the learning and development requirements. She uses this alongside a suitable range of activities, to teach children the skills and abilities they need for them to make appropriate progress towards the early learning goals.

It is not yet good because

- Observation, assessment and planning is in its infancy. It is not used as effectively as possible to ensure that planning is precisely based on children's individual next steps in learning so that children can make the best possible progress.
- The sharing of information about all children's development with parents and other providers is not well embedded. This does not fully support continuity of learning.
- Self-evaluation lacks rigour; it does not ensure that the views of parents and children are used effectively and does clearly identify and plan priorities for improvement.
- The childminder has not fully developed her outdoor area to provide a wide range of open ended resources which children can use to explore and extend their 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, suitability checks 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 took account of the information provided in the childminder's self-evaluation document.

Inspector

Julie Morrison

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 husband and three-year-old child in a house in Spennymoor. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet rabbit. 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 four children on roll, three of whom are in the early year's age group and attend for a variety of sessions. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the observations completed on children's learning to more accurately identify the next steps in each child's development and to inform future planning, so that activities provide appropriate challenge and therefore support children to make the best possible progress in their learning and development.
- improve the two-way sharing of information with parents and other providers who also care for the children, so that this information can be more effectively used to inform planning and promote continuity of learning for children.

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

- improve self-evaluation by incorporating the views of parents and children more effectively to prioritise targets for improvement that will raise the overall quality of practice and the level of children's achievements
- develop further the outdoor area to provide more open-ended play resources, which are non-prescriptive and can be used in a variety of imaginative ways, for example, plastic piping, tarpaulins and lengths of fabric.

Inspection judgements

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

The childminder provides a suitable range of activities that interest children and supports them to make steady progress in their learning. She carries out observations of children's

learning and makes a record of what she has seen them do. In addition, she has linked her observations to the available published guidance in order to suitably assess children's starting points in learning. However, her systems are very much in their infancy and are not yet sufficiently embedded into her work. For example, although the childminder has identified children's next steps in learning, these are very general, such as visiting groups and going to the park. They are not accurately based on children's individual learning needs. This means that planning is not sufficiently tailored to what individual children need to learn in order to fully support them, at this stage, in making better than satisfactory progress in preparation for starting nursery or school.

The childminder does, however, provide children with plenty of encouragement and she interacts fully with them as they play. She helps children to develop their communication skills as she provides a commentary on what they are doing, for example, she ask, 'are you pouring the water?' and she names colours as the children select different coloured paper and pencils. In addition, the childminder responds well to children's non-verbal cues, for example, she names the objects that they point to. The childminder has a good understanding of the importance of giving children time to explore and try out activities for themselves. For example, she encourages them to squeeze soap into the water and gives them time to figure out how to free the mop when they get it stuck as they help her to clean up. This helps children to develop their problem solving skills. The children clearly enjoy playing in the water. They develop their hand to eye coordination and dexterity as they pour and fill cups and they laugh with delight as they copy the childminder pouring water into a water mill. The childminder introduces early mathematics, such as counting, to children naturally as they play. For example, she counts one, two, three as they pour water and counts the stairs as they come down them. However, on occasion, it is evident that learning is not always based on children's individual needs, for example, as the childminder introduces the alphabet to young children.

Children enjoy playing outside. They laugh and giggle as they play peek-a-boo with the childminder in the play house and are supported appropriately by her as they attempt to climb steps to the slide. This promotes their physical development. However, at present the childminder's outside area does not include any open-ended resources which children can move, explore and combine together. This means that opportunities for children to explore and play creatively are limited in the outside area. The childminder speaks to parents on a daily basis about their children's care and the activities they have taken part in. In addition, some parents have seen their child's learning file. However, procedures to consistently involve parents in the two-way sharing of information about their child's learning are not sufficiently embedded into practice. This hinders the ability of the childminder to work with parents to fully support children to make better than satisfactory progress in their learning and development.

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

The warm and friendly childminder builds caring, trusting and affectionate relationships with the children. She is clearly getting to know them and this is evident as she recognises when they are tired and affectionately cuddles them as they fall asleep. This supports

children's emotional well-being. The childminder obtains suitable information about children at the start, including any medical and dietary requirements, in addition, she invites parents to bring children for settling-in sessions. This helps children to get to know the childminder and feel secure in her care. The childminder suitably prepares children for later transitions to nursery and school. They are making sound progress in the prime areas of learning and are becoming familiar with other settings as they accompany older children to and from local nurseries and schools. The childminder also supports children to develop their self-care skills, such as putting on their coats and fastening their shoes in preparation for starting school.

Children have ample space to play in the childminder's home. This includes a dedicated conservatory with a wide range of age appropriate toys and resources. These are stored at low level so that children can make independent choices about their play. The childminder has a sound understanding of the importance of using age-appropriate techniques to manage children's behaviour. She gives children lots of praise and encourages children to share and be kind to each other.

Good hygiene procedures are in place to maintain children's health. For example, the childminder's home is clean and well-maintained. Children are encouraged to adopt daily hand washing routines and even young children independently access their own handtowels for drying their hands. This helps to prevent cross-infection. Meals are provided by parents, however, the childminder has a sound understanding of the importance of providing children with healthy snacks and regular drinks. Children have regular opportunities to be physical, for example, they play in the garden and go for local walks. This further supports their good health. Children learn about how to keep safe through planned activities with the childminder, this includes, practising road safety and fire drills.

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

The childminder has a suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She takes effective steps to keep children safe, such as using fire guards, keeping external doors locked and supervising children at all times. In addition, she has completed risk assessments for her home and outings and carries out daily visual checks of her home prior to children arriving. The required checks have been completed on the adults living in the home to ensure they are suitable. The childminder has completed first aid training and has appropriate procedures in place to administer medication and record accidents. This helps to safeguard children. The childminder has attended relevant training and, as a result, demonstrates a secure understanding of child protection issues and procedures to follow should she have any concerns about a child in her care.

The childminder demonstrates a positive attitude towards developing her practice, however, as she has not been minding for very long all of her systems are very much in their infancy. She has begun to evaluate the service she provides and is committed to

attending ongoing training to build on her knowledge and understanding of good quality childcare. This includes, further safeguarding training and inclusion training. The childminder is also part of a local childminder network. This provides suitable opportunities for her to discuss her practice. However, although the childminder asks parents for verbal feedback about the quality of care she provides, she has not used this to clearly identify her priorities for improvement and implement plans to address these. This does not further support continuous improvement.

Monitoring of the educational programmes provided by the childminder is developing. The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage and she reflects on her practice to ensure that she provides children with an appropriate range of activities. Although the childminder has not yet needed to complete the progress check for children at age two, she does have a suitable understanding of how to implement this when required. The childminder has shared some information with other providers of the Early Years Foundation Stage, for example, she passes over information about children's care and well-being and she has also discussed concerns regarding children's speech and language development. However, she has not further developed her procedures to ensure that information about all children's individual learning is effectively shared with other providers in order to fully support continuity for children. Parents receive copies of the childminder's policies at the start of the placement and relevant information, such as the childminder's certificate of insurance and training, is clearly displayed for them to see. This keeps parents appropriately informed about the service she provides.

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	EY466075
Local authority	Durham
Inspection number	938057
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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