

Inspection date

Previous inspection date

19/03/2014

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

- The quality of teaching is good. The childminder plans fun activities based on children's interests and supports them effectively so that they make good progress in their learning.
- 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.
- Children have warm, happy and secure relationships with the childminder. This helps them to feel settled and secure.
- The childminder is consistent in her routines and the ways she manages children's behaviour, offering lots of praise and encouragement. As a result, children behave well.

It is not yet outstanding because

- There is room to enhance children's obvious enjoyment of books by using puppets and other objects to bring stories to life.
- There is scope to further enhance the very good opportunities for all parents to share even more information about their children's learning and development at home, so that the childminder can use this information to promote children's learning even further.

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 indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times.
- 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 checked evidence of suitability of the childminder, her partner and assistant.
- The inspector observed a specific activity planned by the childminder.
- The inspector took account of the views of parents in recently completed questionnaires.

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 in Redcar with her partner who is also a childminder. The whole of the ground floor of the property and the first floor bathroom and two bedrooms are used for childminding. There is an enclosed rear garden and summer house available for outdoor play. The childminder's mother works as her assistant. The childminder attends toddler groups and activities at the local children's centre. She visits local shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, six 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 6pm, Monday to Friday, except bank holidays and family holidays. She offers occasional weekend and overnight care. The childminder has an appropriate early years qualification at a level 2.

What the setting needs to do to improve further

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

- enhance children's enjoyment of books, for example, by providing a range of puppets and objects to enhance storytelling
- review and extend the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning.

Inspection judgements

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

The childminder is an experienced and enthusiastic early years practitioner. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder works closely with parents from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with initial observations to identify children's starting points. Individual learning journals are in place for all children; these include photographs, examples of children's work and observations of them at play. These are linked to the seven areas of learning and are used effectively to identify the next steps in children's learning and assess their progress. The childminder provides interesting and challenging experiences that meet the needs of all children, both within her home and on regular outings. Consequently, children are interested and keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving onto nursery or school.

The childminder encourages children to make choices about their play, both indoors and outside. She engages fully in all aspects of children's play and skilfully extends their language through her good use of open-ended questions and discussions. For example, children thoroughly enjoy making a mud kitchen outdoors. The childminder successfully extends this learning by providing a range of tools made of wood, metal and plastic and encourages children to freely explore them and to think about which ones make the best holes. Consequently, children remain focused and interested in this activity for a long time. Children independently choose books from the attractive display. They enjoy listening to stories the childminder reads to them as they sit together. The childminder encourages children to talk about the pictures and older children join in with repeated refrains. However, on occasion younger children become distracted. This is because the childminder does not always engage them fully, for example, by using objects, such as puppets or other items from the story, to bring the story to life and help children become involved in it. Having said this they enthusiastically join in with the actions to favourite songs and rhymes. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. 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. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden, at soft play and at local parks. The childminder is particularly skilful at encouraging children to 'have a go'. Consequently, children learn to successfully turn their car around on the outdoor path so it is going in right direction and put their wellington boots on the correct feet.

Parents comment that they are happy with the progress their children make in their learning and development. The children's daily diaries and learning journey files are shared electronically with parents giving them lots of information about where their children are in their developmental areas. However, there is room to build on this to strengthen parents' involvement in their children's learning even further. For example, by obtaining information from all parents about children's on-going learning and achievements at home so the childminder can use this to inform her plans and activities with the children. Parents comment that the childminder is 'doing a great job getting child to sing and count' and 'child has come on leaps and bounds and enjoys spending time in childminder's home'.

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

Children are happy and content in this warm and friendly home. Settling-in procedures are effective in helping children to feel safe and secure and are tailored to meet the individual needs of children and their families. Lots of information is gathered before children start to ensure the transition from home to her care is as smooth as possible. This includes collecting important information from settings children previously attended. Consequently, they settle quickly and show a strong sense of belonging. The childminder works closely with parents of children who find it difficult to settle to minimise upset. As a result, children proudly show adults the sticker they receive for parting from parents with no

concern. Parents comment positively about the way their children have settled.

The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and modelling good manners.

Consequently, children behave well. The childminder ensures all children are included so everyone feels valued. The childminder plans activities to encourage sharing and turn taking. This is developed further by attending community groups so that the childminder can support children to play alongside other children and develop their confidence in larger groups. Children are becoming increasingly independent. For example, even very young children try and put their own coats and wellington boots on before accessing outdoors as the childminder gives them lots of encouragement and time to do so. These skills prepare children well for the next stage in their learning.

The childminder's home is highly organised and welcoming. The extension is set up so children can mostly independently access a wide range of toys and activities, with the contents of boxes being visible or clearly labelled to assist children in making even more informed independent choices. Colourful posters and artefacts are displayed reflecting people from around the world, as well as children and family photographs. Consequently, children show a strong sense of belonging at the setting. The childminder helps children to begin to learn how to keep themselves safe. For example, she talks to children about safety issues throughout the day, such as the importance of sitting on chairs properly, and teaches them how to evacuate the home in the event of an emergency. High standards of hygiene are maintained throughout all childminding areas. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. Information about children's dietary needs is requested and a good range of healthy nutritious meals and snacks further promote children's health. The childminder supports children in learning about simple personal hygiene. For example, she supports children in washing their own hands and in using a tissue to wipe their nose, reminding them to put it in the bin afterwards. The childminder promotes children's health and well-being. She takes children out every day, enabling them to be physically active and benefit from fresh air.

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

The childminder has a strong commitment to safeguarding children and a secure understanding of the safeguarding and welfare requirements. She has comprehensive policies and procedures in place, which underpin her service well. These are shared with parents to help them understand her role and responsibilities with regard to safeguarding children in her care. This is combined with the childminder's good understanding of the signs and symptoms of abuse, and procedures to follow should she have any concerns. The childminder ensures that her home is safe, warm and welcoming. Necessary checks for the childminder and her partner have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Detailed written risk assessments ensure the suitability and safety of the outdoor and indoor environment as well as outings. This, combined with good levels of supervision, minimises any potential

risks to children. The childminder has very recently employed her mother as an assistant. She has ensured that suitability checks have been carried out, along with a thorough induction programme. Her assistant has also completed an appropriate paediatric first aid course and safeguarding training. This further protects children.

The childminder shows a good knowledge and understanding of how to meet the learning and development requirements. She consistently monitors and evaluates educational programmes, which ensures that children's good progress is maintained. The childminder has made a very positive start to her childminding career and has the capacity to improve this even further. She is very enthusiastic and committed to developing her provision to the highest level. The childminder has good relationships with early years advisors from the local authority and values their advice and support. She is starting to identify 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.

The childminder has good partnerships with parents. Their written comments indicate a high level of satisfaction with the service the childminder provides. They say that they know 'their child is in safe hands with a lovely, professional childminder'. A wide range of information is shared with parents prior to children starting, so they are fully informed of the childminder's policies and procedures. As well as daily conversations, a daily electronic diary is kept, so that parents have full information about their children's care. The childminder works closely with other early years settings that children attend so as to further promote children's 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	EY466974
Local authority	Redcar & Cleveland
Inspection number	939176
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

