Inspection date	24/03/2014
Previous inspection date	11/01/2010

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 make good progress in their learning and development because the childminder provides them with a variety of interesting experiences. As a result, children are engaged and motivated in their learning.
- The childminder creates a warm, welcoming and stimulating environment for the children. Therefore, children form positive relationships and develop secure attachments with their peers and the childminder.
- Children are effectively protected because the childminder has a secure knowledge of how to safeguard them.
- The childminder has clear plans in place for continuous development. This supports future improvements within the setting and enhances opportunities for children.

It is not yet outstanding because

- There is scope to further develop the outdoor area to enhance opportunities for children to investigate and explore.
- The organisation of resources does not always fully support children to make independent choices about their play.

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 accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder.
- The inspector took account of the views of parents through completed questionnaires and written letters.

Inspector

Rachel Enright

Full report

Information about the setting

The childminder has been registered since 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children in Consett, County Durham. The whole of the ground floor and rear garden are used for childminding purposes. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently five children on roll in the early years age group and they attend for a variety of sessions. The childminder operates from 7am until 5.30pm, Monday to Friday, for 48 weeks of the year. The childminder has a childcare qualification at level 4.

What the setting needs to do to improve further

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

- extend opportunities in the outdoor area for children to further develop their investigation and exploration skills

- enhance children's independence by arranging resources to ensure they are more easily accessible so they can make further independent choices about their play.

Inspection judgements

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

The quality of teaching is good as the childminder follows and extends the children's interests, which supports their future learning. The childminder is knowledgeable and enthusiastic; she demonstrates a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder effectively promotes the children's learning and development in all seven areas of learning. This is achieved as she provides the children with a good range of interesting learning experiences to meet their individual needs. As a result, children make good progress overall in their learning and development because they are engaged and motivated in their play. The childminder regularly completes observations and assessments; this information is used to develop future planning for the children and to support their next steps in learning. Positive relationships with parents ensure the childminder can support the children in their learning and development. Parents are encouraged to contribute information about their children's interests and learning at home, the childminder uses this information to assess children's starting points. The childminder provides verbal feedback to the parents at the end of each session and shares 'special moments' through text and photo messages. Consequently, parents feel well informed about their children's progress and achievements. The childminder demonstrates a clear understanding of her responsibilities relating to the progress check at age two.

The childminder successfully supports children with their communication and language development. She models language while they play, engages them in constant discussion and provides a narrative during activities. This allows the children to copy words, think and explore their own ideas. Children are actively interested in their learning and concentrate for long periods of time. For example, the children enjoy using their imagination and taking part in a role-play activity where they pretend to make cups of tea. Children are learning to recognise how things change as the childminder encourages them to explore some melting ice in the outdoor area. She uses words, such as 'cold' and 'wet', while the children investigate the ice with their hands and fingers. Early mathematical language is introduced during activities to promote the children's understanding of measure. For example, the childminder talks about full and empty containers during an activity where the children enjoy playing with rice. Consequently, children are developing the skills needed for the next stage in their learning at school.

The childminder promotes the children's physical development by providing them with daily opportunities for outdoor play and exercise. However, there is scope to further develop the outdoor area to enhance opportunities for children to investigate and explore. Weekly visits to local toddler groups in the area and regular outings to the park, soft play and farm provide further opportunities for the children to develop their physical skills on a larger scale. As a result, children are increasing their confidence and developing their social skills as they mix with other children and adults.

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

The childminder creates a warm, welcoming and stimulating environment for the children. As a result, children form positive relationships and develop secure attachments with their peers and the childminder. The children are clearly happy and settled with the childminder as they regularly ask for cuddles and snuggles. There are effective settling-in procedures in place, the childminder works closely with parents during this time to share relevant information about the children. As a result, children are well supported in their transition from home into the setting which ensures the children feel comfortable and secure. The childminder encourages the children to be independent by putting on their own coats and washing their own hands to ensure they are developing an understanding of their own personal needs. The environment generally promotes independence as some resources are easily accessible and labelled with photographs. When resources are not accessible to the children, they confidently ask the childminder for what they require. However, there is room to enhance the organisation of resources to further support the children to make independent choices about their play.

The childminder manages behaviour effectively as she takes into account the children's understanding and stage of development. She reinforces appropriate behaviour and provides clear guidance for the children. This helps the children to learn about the boundaries and expectations within the setting. The childminder models good manners to the children and encourages them to share and take turns throughout their play. As a result, children behave well and are considerate to each other. Children feel valued and respected as the childminder uses regular praise and encouragement to promote their

self-confidence and self-esteem.

The childminder demonstrates a good understanding of children's health and well-being. Daily opportunities for fresh air and exercise are provided for the children which enables them to be physically active and develop their small and large muscle skills. The childminder regularly attends local activities in the area to support the children's learning and development. These visits help the children to become emotionally prepared for the next stage in their learning and ensure smooth transitions in the future. A variety of balanced and nutritious meals and snacks is provided for the children which develops their understanding of a healthy diet and lifestyle. Children are encouraged to take appropriate risks throughout their activities as the childminder offers constant support and reassurance when children are trying new experiences. The childminder demonstrates the importance of safety for the children as it is discussed throughout their play so children know and understand how to keep themselves safe.

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

Children are effectively safeguarded within the setting as the childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A range of written policies and procedures is in place, and includes the use of mobile phones and cameras to safeguard children from their misuse. The childminder has attended relevant training in safeguarding and first aid which ensures the children are well protected. Written risk assessments and health and safety checklists are completed to ensure the indoor and outdoor environment is safe and secure for the children. The childminder regularly practises the emergency evacuation procedures with the children to help raise their awareness of what to do in the event of an emergency. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder has a good overview of the educational programmes as she regularly monitors and evaluates the setting to ensure that children are progressing well in their learning and development. The childminder has a childcare qualification at level 4 and, as a result, has a good understanding of how children learn. The childminder has clear plans in place for continuous development as she effectively uses self-evaluation to identify her strengths and areas for future improvement. This will help to enhance opportunities for children and improve the quality of the practice over time. The childminder is committed to her ongoing professional development as she attends training courses and meetings with other childminders in the local area.

Partnerships with parents are good and this is evidenced through written questionnaires and letters. Parents make comments, such as 'The childminder is honest, reliable and friendly. She is fantastic with children and always goes that extra mile'. Effective links have been established with the local primary school and other providers to promote successful transitions and complement the children's learning. Consequently, this makes a strong contribution to meeting the children's needs as it ensures continuity and consistency in their learning and development.

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	EY363487
Local authority	Durham
Inspection number	878489
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	11/01/2010
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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