

Inspection date	25/03/2014
Previous inspection date	13/10/2008

The quality and standards of the early years provision	This inspection:	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

- Children are motivated to learn because they enjoy a wide range of stimulating activities, matched to their individual interests and needs. This is because the childminder knows the children extremely well and has a clear understanding of how she can support them further.
- The childminder communicates with parents effectively. Ongoing communication mean the childminder and parents work together to meet the needs of the children.
- Children settle very quickly into the setting and are happy in the childminder's care because she has well thought out settling in procedures, which enable her to form caring relationships.
- The childminder has a good relationship with other professionals. She liases with the school and is committed to working together to develop a shared understanding and common approach to support the children in her care.

It is not yet outstanding because

- Children have less opportunities to solve everyday problems for themselves because the childminder is eager for them to succeed.
- The childminder does not always seize opportunities to fully extend children's already good learning because she is keen to assess understanding through questions.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband in the residential area of Oakerside Park in Peterlee, County Durham. The home is close to local amenities, such as shops, primary schools and playgroups. The lounge, kitchen, living room, bathroom and a designated bedroom on the ground floor are used for childminding purposes and there is an enclosed garden available for outdoor play. The childminder collects children from the local schools and pre-schools. There are currently six children on roll, of whom four are in the early years age group and attend on a part-time basis. The childminder is open all year round from 6am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- develop children's ability to persevere when they encounter problems in their learning by ensuring they are given the time and space to try things out for themselves in order to find solutions to everyday problems
- use narrative language, for example, commenting on an activity or key concepts in order to promote further learning and language development.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. Children thoroughly enjoy playing in the play dough. They use rolling pins and cutters to make different animals and work alongside the childminder as they create a snowman. Children confidently ask for other play dough tools and begin to count a small number of objects accurately. They are fully engaged in this activity and concentrate for extended periods of time. The childminder knows where children are in their learning because she uses information from parents and her own observations to establish their starting points. She observes children constantly to find out what they have achieved and what they enjoy doing. Her observations and assessments are matched to the age-related expectations of the Early Years Foundation Stage. She highlights where children are in their learning and identifies areas where they need further support. This information is used to plan activities and to guide the support provided by the childminder. For example, she plays alongside children, demonstrating how to ask for resources, to support children who need further support in this area. This means that the childminder has a clear picture

of where children are in their learning and where they need further support. Consequently, all children in the setting make good progress in relation to their starting points.

The childminder generally demonstrates a good understanding of how to support children's play. She observes children and usually gives children the space and time to explore things for themselves. Open-ended questions, such as; 'How can I get this out?' encourages children to verbalise their thought processes as they explain to the childminder how to do things. However, there are occasions when the childminder intervenes too much in children's play. Sometimes she asks too many questions that check understanding and on other occasions she intervenes too early in children's play, which means that on occasions, they are not given the time and space to try things out for themselves first. The childminder has established good relationships with parents and ensures that her provision meets the needs of the families. Detailed verbal feedback at the end of the session means that parents know what their children have enjoyed that day and how they can support their children at home. Parents also look at learning records and the childminder shares children's next steps for learning with them. This ensures they have a good overview of how they can support learning at home. Parents comment that they enjoy extending the child's learning at home. Parents are also encouraged to share information about what children have enjoyed at home, which the childminder then complements and extends. As a result, the childminder has a full picture of children's interests, both at home and in the setting and plans effectively using these to support their future learning.

The childminder has a good understanding of how to develop communication. She talks to the children constantly, commenting on what they are doing and introducing new words and phrases. Comments, such as; 'you're drawing a lovely circle' encourage further communication as children reply; 'it's going to be a snowman.' She also listens carefully to the children and responds to their questions and comments too. The childminder recognises the importance of singing to develop speech and language. They go to song and rhyme time at the local library and children sing along to favourite rhymes with the childminder, joining in with actions and words. Parents comment that they continue to sing these at home too. Young children develop a love of books and they select a range of favourite books to read with the childminder. They listen entranced as the childminder reads stories. They concentrate for extended periods as they look at books together. She effectively supports children's development as she pauses when reading the books to give children time to complete familiar phrases. She also asks questions, such as 'is this the house of the mouse?' giving children time to reply 'No, the fox.' The childminder takes time to look at the illustrations together too. As a result of this support, children pick up books and handle them correctly. They turn the pages one at a time and use the pictures to tell a story. These skills effectively support children in the next stage of their learning. The childminder plans in a wide range of activities to support physical development. She plans in visits to soft play centres and takes children to the park to help support the development of large muscle skills. The childminder also supports the development of small muscle skills as children use scissors and pens as well as play dough tools within their play.

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

The childminder has a very good relationship with the children. She is calm and caring and children relate very well to her. Parents comment that their children are very happy in the setting and often want to attend more than their contracted hours. Children love being with the childminder. They play tickling games together and laugh as the play dough falls apart saying 'oops a daisy it's going crazy.' They snuggle together as they read stories. This demonstrates that children are emotionally secure. Children settle quickly into the setting. This is because the childminder has very well thought out settling-in procedures. Time is taken to ensure the children are familiar with the childminder and her home with their parents present. Children then have a number of short visits without their parents, which are gradually extended as children become more confident in the setting. She finds out about their individual routines, care needs and likes and dislikes. This helps children to settle quickly into the setting. The childminder also helps children to settle into school and nursery as they talk about the new setting together. They get to know staff as they visit with the childminder and collect other children from school. This helps children to settle into their new setting quickly.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The environment promotes children's independence as resources are accessible to the children. As a result, children help themselves to resources and books throughout the inspection. The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside, go for a walk to the dene nearby and visit soft play centres. This helps children to develop an awareness of the importance of fresh air and exercise. Parents provide meals for their children, however, children learn about foods which are healthy as they choose a healthy snack. Water is freely available throughout the session. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands. This demonstrates that they are beginning to learn how they can keep themselves healthy.

Children begin to develop an awareness of how they can keep themselves safe inside. They learn how to use scissors and other tools safely as they chop up the play dough. In addition, they practise fire evacuations regularly. The childminder encourages children to be independent in the setting. Children feed themselves and are encouraged to put on their own shoes. Older children are encouraged to dress themselves when they return from nursery. These skills prepare children effectively for the next stage in their learning. Children's behaviour is good as they are fully engaged in their activities. Children have devised rules for the setting, which help children to think about how to behave when playing with other children. Younger children learn to play alongside each other and begin to share resources together. The childminder models sharing and asking for resources as she plays alongside the children and asks; 'Could I have the rolling pin please?' The childminder also talks to parents and the school regularly to ensure that there is a consistent approach to behaviour management.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder has a clear understanding of safeguarding procedures. She has clear policies that have been updated, which she shares with parents. She talks confidently about what she would do if she had a concern about a child in her care and has an up to date list of people to contact if she needs advice. Her documentation is well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors of the setting because risk assessments are carried out and any hazards eliminated.

The childminder monitors her provision effectively. There is a broad programme of activities, which enables the children to make good progress. Assessments are accurate and take into account the Early Years Foundation Stage. As a result, the childminder knows where each child is and has clear plans of what she wants to develop next. This means that she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child. The childminder has a detailed self-evaluation form, which accurately identifies what she does well and what she wants to improve. She uses feedback from parents to evaluate and improve her provision. The childminder recognises the importance of professional development and carefully selects training, based on the priorities in her self-evaluation form. The childminder has developed good links with the local authority and other childminders and this helps her to develop her provision further. This demonstrates that the childminder has a good capacity to improve further.

Partnerships with parents are good and they comment positively about how their children are always happy and settled and enjoy their time with the childminder. Parents comment that they love to hear the songs that the children have been singing with the childminder. Detailed verbal feedback at the beginning and end of the session, as well as electronic messaging, mean that parents know what their children have been doing and how they can support them further. The childminder talks to parents about what they are doing at home too so she can complement this further. This demonstrates that they work effectively together to meet the needs of the individual children effectively. The childminder is fully committed to working in partnership with other professionals. She has a good relationship with local schools and talks to staff regularly to share assessments and to find out how she can support children while they are in her care. The schools comment that the childminder always shares children's learning and development with staff when they start and children are well prepared for the routines and expectations. This is because the childminder works together effectively with the school and, as a result, children's learning and development are extended extremely well between the settings.

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	EY369412
Local authority	Durham
Inspection number	873724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	13/10/2008
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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