

Inspection date	26/03/2014
Previous inspection date	29/06/2009

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's well-being and care is positively promoted. They have strong relationships with the childminder and feel very comfortable around her and in her home, demonstrating that children feel safe and secure.
- The childminder has good understanding of safeguarding and how to promote the health and safety of children in her care. She has assessed the risks to her premises well and has minimised these so children are able to use all areas safely.
- Children's language development is given a high priority by the childminder. She is skilled in her interactions with them and as a result children become confident communicators.
- Children enjoy a range of activities across the seven areas of learning which mean children are excited and motivated to learn.
- The childminder has very good relationships with the parents and meets the needs of the children well.

It is not yet outstanding because

- There is scope to develop the educational programme for mathematics further by ensuring that the childminder maximises opportunities to promote counting through everyday activities.
- Children's independence skills are not always fully nurtured through the provision of accessible resources for them to freely select.

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 toured the areas of the house used for childminding.
- The inspector observed activities in the childminder's lounge and dining area.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector looked at a range of records including children's details, learning information, written policies, planning, risk assessments, training certificates and a selection of other documents.
- The inspector checked the evidence of the suitability of the childminder and her family.

Inspector

Melanie Vincent

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Seaham in County Durham. The whole of the ground floor of the childminder's home is used for childminding. The childminder cares for children on from 7am to 7pm, Monday to Friday except for family holidays. There are currently four children on roll, of whom two are in the early years age group. Children attend for a variety of sessions. The childminder collects children from the local school and attends a toddler group on a regular basis.

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 understanding of early mathematics by ensuring counting is consistently used throughout the daily routine
- develop the accessibility of resources by organising them so that they are easily accessible, enabling children to make independent choices.

Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. She uses her good knowledge of the seven areas of learning to provide stimulating activities and resources that capture children's interests. The childminder has a clear understanding of the importance of the prime areas of learning and implements activities to promote children's development accordingly. Consequently, children's development in all areas of learning is well promoted. This contributes to the good progress children are making in relation to their starting points. The childminder knows where the children are in their learning as she has completed clear observations that informs her planning. She knows what children have achieved, what they enjoy and how she can support them further. Effective use is made of observational record sheets and 'learning journeys'. This means that children's individual needs are well met in the setting, preparing the children for their next stage of learning.

Children's enthusiasm for learning and the progress that they make is enhanced by the childminder who has a good understanding of how to engage and capture children's interests. She fully recognises that children learn through play. Teaching is good and the childminder skilfully intervenes and extends children's learning during child-initiated activities. Planned visits to the park, museum, and the beach develop children's curiosity

about the world in which they live. An emphasis is placed on the development of language and communication. She talks to the children constantly, listening to what they are saying, extending vocabulary and using careful questions that are appropriate to the children's level of understanding. The childminder demonstrates great skill as she listens carefully and models words and sentences, for example, introducing vocabulary, such as 'fizzy' and 'freezing' when children eat a yoghurt. This means that children are confident at trying new words and sounds for themselves and are becoming skilful communicators. The childminder has a good understanding of how children learn and has appropriate expectations for their ages and stages of development. The childminder sits on the floor with the children and gives them lots of eye contact and verbal encouragement. She is mindful of individual children's attention span and allows children to move on to other activities when they are ready. She provides lots of verbal and physical interaction and eye contact during play, which helps to promote their language development well. Children's developing imagination is fostered well and they learn new skills while engaging in activities. They enjoy imitating home experiences as they play with dolls and feed and dress them. Children maintain focus and pay attention to the childminder's suggestions. The childminder provides opportunities for children to develop their understanding of the world. They plant bulbs, which they help to water and nurture. Children develop their early writing skills as they use crayons, paint and pencils to make marks on a range of different media. For example, all children enjoyed decorating t-shirts with a variety of pens and crayons. In the area of early technology, children investigate to see what happens when they press buttons. For instance, they press different buttons on the toy washing machine and show great delight when the washing machine turns on and makes sounds. Children are beginning to value and recognise similarities and differences within society through the use of appropriate resources, such as dolls and books. However, there is scope to develop opportunities to promote counting further through every day activities.

The childminder works closely in partnership with parents. Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with this childminder. She gains information from parents about children's routines and starting points, which she uses effectively to support children's individual needs. She has established good relationships with parents. Verbal feedback and at the end of the day mean that parents are kept informed of activities their child has participated in. Parents know their children have enjoyed the day and how they can support them at home. She regularly exchanges information on children's activities and learning when they are dropped off and collected from school or other settings. The childminder's regular trips to toddler groups and school help children to develop confidence away from the main care setting. This prepares children for the next step in their life, such as starting at the local nursery or school.

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

The childminder has good relationships with the children. Children feel very secure with the childminder as she takes care to ensure she obtains information from parents about likes, dislikes, needs and children's routines and her knowledge of them is very clear. She is calm and caring and children relate very well to her. They form secure attachments and are happy and content in her care. Children chat confidently with her and enjoy cuddles

and close contact, for example, when singing a favourite song together. They receive the childminder's full attention which helps them feel special, happy and well supported. As they play, they chat about things that are important to them and giggle and laugh. As a result, children display high levels of confidence and self-esteem and are emotionally prepared for the next stage in their learning.

A high priority is given by the childminder in ensuring that the children in her care are safe. There are extensive risk assessments in place and she is vigilant with regards to children's safety indoors, for example, reminding children not to swing on their chairs. A welcoming, homely environment is provided with clean, age-appropriate and well-maintained toys and equipment. They move around the home freely selecting their own activities from a range of resources and respond enthusiastically to activities. However, some resources are not always organised to enable younger children to make independent choices and self-select. Children are encouraged to tidy up and understand the need to tidy up before getting other resources out. As a result, they can move around safely in the setting, knowing that they are keeping themselves and others safe.

Children's behaviour is good as they are engaged in their activities. The childminder has clear behavioural expectations which the children respond to well. The childminder has a secure understanding of how to manage behaviour. She focuses on praising children's achievements, which raises their confidence and self-esteem. Additionally, she provides a good role model for children to show them how to behave, for example, by thanking them for passing her a toy. These skills help children to learn about their own feelings and will support them in their future learning. Children's health is well promoted. They begin to learn to manage their own personal hygiene and they know why they need to wash their hands before they have their lunch or snack. They are encouraged to develop healthy lifestyles with a focus on healthy meals, snacks and on outdoor activities. This means that children are beginning to understand how to keep themselves healthy. They have access to regular fresh air and exercise. For example, with regular visits to the park or and going for walks in the local environment.

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

The childminder has a good understanding of her responsibilities in meeting requirements of the Statutory framework for the Early Years Foundation Stage. Children's educational programmes are well planned with visits to the local toddler group providing contrasting activities to those available at home. The observation, assessment and monitoring of children's progress is effective and identifies children's next steps and highlights their interests. The childminder recognises the importance of professional development and attends further relevant training and uses this to improve her practice further. This helps to promote her own learning and ensures her practice is current. Arrangements for safeguarding children within the provision are good. There are clear policies in place, which the childminder shares with parents. She knows how to identify and report concerns that she may have about a child in her care. Robust risk assessments of her home and outings are in place. Suitable systems are in place to gather information from parents for example, outings and medical treatment. These together with a comprehensive range of

policies mean that children are well protected.

Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children learn. She has a good commitment to improving her service to families. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. Parents are involved in this process and children help her to evaluate her provision verbally. Her main aim is to ensure that children enjoy a home-from-home atmosphere and enjoy a range of activities. She has addressed all the actions and recommendations from the last inspection. For example, by improving the range of resources available to help children to develop their knowledge about different cultural groups. This means that the childminder has a good capacity to improve further.

The childminder has daily discussions with the parents to support her good working relationships with them. She involves parents in children's learning and successfully builds on their home interests. Parents' written and verbal comments are highly positive. For example, 'they have a lovely time', 'great care is taken of my child' and 'my child has been so happy since attending'. Long established relationships with other settings and schools that children attend results in the effective development of children's learning from school. The childminder has a good relationship with the local schools. She talks to the staff regularly about what children do in school. The childminder's regular outings to collect others from school help children develop independence and confidence. This helps prepare children for the next stage in their learning, such as starting nursery or school.

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
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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	EY217135
Local authority	Durham
Inspection number	877355
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29/06/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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