

<b>Inspection date</b>	27/03/2014
Previous inspection date	12/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder provides the children with a wide variety of interesting and exciting activities. As a result, they make good progress in their learning and development.
- Children have developed positive relationships with the childminder which effectively supports their emotional well-being.
- The environment provided by the childminder is well-resourced and organised. Consequently, children are happy, engaged and motivated to learn.
- The childminder actively involves parents in their children's learning and development by sharing their learning journey records and encouraging them to make comments and suggestions.
- The childminder is aware of her role and responsibilities to safeguard the children in her care and has attended relevant safeguarding training.

### **It is not yet outstanding because**

- Occasionally, the childminder does not use skilful questioning to enable the children to further develop their critical thinking skills.
- There are few photographs of children and their families within the environment to enhance their sense of self and belonging.

## 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 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Seaham, 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 six children on roll in the early years age group and they attend for a variety of sessions. The childminder operates from 7am until 6pm, Monday to Friday, for 48 weeks of the year.

### 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 critical thinking skills by making the most of every opportunity to skilfully question children throughout their activities
- extend the use of photographs of children and their families to enhance children's sense of self and belonging.

## 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 seven areas of learning. She provides a wide variety of interesting and exciting activities to meet the individual needs of the children. The environment is well-resourced and organised which ensures that children are engaged and motivated in their play. The quality of teaching is good, consequently, children make good progress overall in their learning and development from their starting points. The childminder completes regular observations and assessments which are supported by photographs. This information is used to develop future planning and to identify the children's next steps in learning. Detailed individual learning journey records and tracking documents are completed for the children to highlight their achievements and assess their ongoing progress.

Most resources are easily accessible which supports children to be independent within their play and learning. The childminder interacts well with the children as she plays alongside them and offers them guidance and support. The childminder promotes children's communication and language skills during their activities by engaging them in constant discussion and introducing new vocabulary. However, occasionally there are missed opportunities for the childminder to skilfully question the children throughout their

play to further develop their critical thinking skills. Children sit happily with the childminder as they enjoy listening to stories. They help to turn the pages of the book and recognise the different animals throughout the story. This supports the children's developing interest of books and early reading skills. The childminder effectively supports children's mathematical skills as she regularly encourages counting throughout activities and introduces them to a range of processes including weight. For example, the older children attempt to recognise whether a selection of items are 'heavy' or 'light' during an activity where they explore a box of metal resources. Children are able to develop their physical skills as the childminder provides them with good opportunities for outdoor play and exercise. Daily visits to local activities in the area and regular outings provide further opportunities for the children to develop their physical skills on a larger scale. For example, the children attend a toddler group where they can access soft play equipment and a range of physical activities. As a result, children are increasing their confidence and developing their social skills as they mix with other children and adults.

The childminder completes the progress check at age two and shares this information with parents. The childminder encourages the parents to contribute information about their children's learning and development and to make regular comments and suggestions throughout their learning journey record. This ensures parents feel involved and valued. This is further supported as the childminder provides parents with verbal and written feedback at the end of each session which gives a clear picture of the children's progress. Consequently, this ensures continuity in the children's learning and helps them to develop the skills required for the next stage in their learning at school.

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

The childminder provides the children with a warm and welcoming environment where they have access to a good range of stimulating resources. This supports the children's all round development and emotional well-being. Children have formed positive relationships and secure attachments with the childminder as they are happy and settled. The childminder recognises the individual needs of the children and offers them support and reassurance when needed. Transitions into the setting are well-supported as the childminder works closely with the parents to share relevant information about their children to ensure they feel comfortable in her care. This is further promoted as the childminder has established good links with local primary schools to ensure the children are prepared for their transition when they move on to their next stage in their learning. The childminder has created a wonderful display in the entrance hallway which helps to promote the parents awareness of how children learn through play using photographs. However, there are missed opportunities to use similar techniques to increase children's sense of self and belonging as there are currently no photographs of children and their families in the setting.

The childminder promotes children's health and well-being effectively through daily activities to ensure they can be active and develop their coordination skills. Regular outings in the local area ensures the children start to gain an understanding of risk through activities that encourage them to explore different environments. A variety of balanced and nutritious home cooked meals and snacks are provided for the children to

develop their understanding of a healthy diet and lifestyle. The childminder encourages the children to be independent through day to day activities by accessing their own resources, washing their own hands and tidying up at appropriate times during the session. For example, the children help to sweep the floor after snack time by using a dustpan and brush.

The childminder acts as a good role model as she manages the children's behaviour effectively to support their personal, social and emotional development. She is calm and consistent in her approach and provides clear guidance to the children. The childminder praises and encourages the children throughout their play which develops their self-esteem and self-confidence. As a result, children behave well and understand the boundaries within the setting. Children are starting to develop their own understanding of how to keep themselves safe as the childminder demonstrates the importance of safety throughout their activities and daily routine.

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

The childminder demonstrates a good knowledge and understanding of how to effectively safeguard the children in her care. This is further supported by an effective range of written policies and procedures which are reviewed on a regular basis to ensure they are up-to-date. The childminder has attended relevant training including safeguarding and first aid which ensures she understands her responsibility to protect children. Routine risk assessments are completed to ensure that the indoor and outdoor environments are safe and secure for the children. The childminder maintains children's records accurately and ensures that all parental permissions are in place. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder uses good monitoring systems to evaluate the educational programmes for the children. This ensures that all areas of learning are covered and the children are progressing well in their learning and development. The childminder uses self-evaluation successfully, she reviews this continually to monitor and evaluate the practice within the setting. Feedback is gained from parents through ongoing discussions and questionnaires. Parents make comments, such as 'The childminder provides a great service with varied activities' and 'I am happy with the care and education my child receives'.

The childminder has good partnerships with parents as they work together to meet the children's individual needs and to further support the children's progress in their learning. There are well-established links with local primary schools and other providers to support consistency in children's learning and development. The childminder recognises the importance of shared opportunities for learning which makes a strong contribution to meeting the children's needs. For example, the childminder shares relevant information with teachers to ensure the children's learning is complemented in both settings and completes transition reports about the children's progress.

### **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

<b>Unique reference number</b>	313425
<b>Local authority</b>	Durham
<b>Inspection number</b>	868138
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/02/2010
<b>Telephone number</b>	

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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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