

Inspection date

Previous inspection date

28/03/2014

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 childminder has a very secure knowledge of child development. She promotes children's learning through effective communication and interactions and, as a result, they make good progress.
- There is a strong partnership with parents, because the childminder keeps them fully involved in their child's experiences and learning. She gains valuable information from parents about children's learning at home to help meet their individual needs.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She effectively assesses and minimises the risks to her premises so that children are able to use all areas of the downstairs and yard safely.
- Children are happy, interested in their activities and eager to try new experiences. They show high levels of independence, curiosity, imagination and positive behaviour.

It is not yet outstanding because

- There is scope to strengthen the current system of tracking the observation and assessment of children, in order to further support their best possible progress.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation, including the childminder's policies and records.
- The inspector observed activities and spoke to children.

Inspector

Eileen Grimes

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 with husband and sons aged 18, 12 and seven years in a house in Stanley Crook in County Durham and uses the whole of the ground floor and the rear garden for childminding. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 7pm 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:

- strengthen the existing tracking systems of children's progress so they more precisely consider children's stages of development and inform the planning for children's rapid progress.

Inspection judgements

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

Children's enthusiasm for learning and the levels at which they succeed are enhanced by the childminder. She has a good understanding of how to engage and capture their interest to help them learn through play. Teaching is strong as the childminder skilfully intervenes to extend children's learning during child-selected activities. For example, she allows children to solve the problem of unrolling a length of paper and how this can be secured to not roll again. Children experiment with various objects and eventually solve the problem themselves. The childminder offers praise and encouragement to the children throughout the activity, whilst allowing them to problem solve uninterrupted. The childminder provides interesting and challenging experiences that meet the needs of all children. As a result, children are keen learners who make good progress and they are well prepared for the next stage of learning, either at nursery or school.

Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during their play and supports children's vocabulary by modelling words clearly. This enables children to use their growing skills and become confident communicators. For example, she talks to children using positional language as they place dinosaurs on top of the house and she talk about placing them 'under' objects. The childminder fosters the children's love and appreciation of books by providing a broad range for children to access and enjoy. The children enjoy reading books with the childminder and then retelling the story. This enhances children's early literacy skills. All boxes are clearly labelled. This encourages

children to recognise print in their environment. Children's early skills in making marks are developing well through the vast range of resources and materials available. They enjoy drawing and creative activities, which enable them to express their own imaginations.

The childminder observes children to find out about their interests in order to plan activities or experiences to enhance their learning. She records children's progress through observations and uses this information to plan for the next steps in their learning. However, there is scope to extend this process and more precisely reflect upon children's stages in development to ensure that planning can ensure children are reaching their full potential. The childminder works effectively in partnership with parents to support children's individual needs. Parents have regular opportunities to contribute to their child's learning journal, sharing what they know about their child's learning at home. Parents welcome the opportunity to add their comments to these records, which clearly illustrates how the childminder helps them to extend children's learning at home. The childminder is aware of the progress check at age two and is developing her knowledge of this to ensure that it can be completed when appropriate.

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

Children feel very secure and confident with the childminder who takes care to ensure that she obtains information from parents about likes, dislikes and children's routines. She takes time to talk to children throughout the day so that they feel special and valued and her knowledge of their needs is very clear. The childminder engages in children's play but is also skilled at knowing when to stand back to let them lead their own play. She knows what children like playing with and ensures that those toys and resources are easily accessible. Excellent relationships exist between the children and the childminder, with all ages of children. When engaging with children, the childminder ensures that she is at their level to maintain appropriate eye contact with them. This results in children responding with enthusiasm to her. Children enjoy the cuddles and close contact at quiet times.

Behaviour is very good. Children are helped to understand what acceptable behaviour is and that to share and to respect each other is important and an environment of mutual respect is fostered. They develop good self-care skills and are independent. Children take responsibility for putting toys away. They understand the importance of tidying away to prevent falls and accidents. Children have healthy meals and snacks and make choices about the food they eat. They develop healthy lifestyles because the childminder ensures there is a good focus on outdoor activities. Visits to local amenities, such as the library and park, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. Outings help children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare for the next big step in their life, such as starting at the local nursery or school.

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

The childminder's knowledge and understanding of the Statutory framework for the Early Years Foundation Stage is reflected in her systems for planning, observations and assessments. This ensures the educational programme is monitored well. Arrangements for safeguarding children within the provision are very good. All policies and procedures are in place and are implemented through her practice. Risk assessments are detailed accurate and thorough. The implementation of these minimises risk in the childminder's well-organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. She has a good understanding of safeguarding procedures and who to contact if there are any concerns about children in her care.

The childminder sets high aspirations for the quality of her child care. Her capacity to improve is evident in the way that she has embraced and implemented changes since her registration. The childminder reflects on her practice, sets targets and plans future training. The childminder seeks additional information regarding any care practices from appropriate professionals to ensure children's individual needs are met.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities. This enables parents to be fully informed of their children's day. She takes the time to encourage parents to look at and contribute to children's learning journals and to keep her informed of any issues which may impact on children's daily life. The childminder understands the need to develop good links with other early years settings for continuity and cohesion.

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	EY469603
Local authority	Durham
Inspection number	938851
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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