

<b>Inspection date</b>	02/04/2014
Previous inspection date	19/12/2008

<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 quality of teaching is good because the childminder provides a variety of interesting and challenging experiences for the children. As a result, children are making good progress in their learning and development.
- Children are emotionally prepared for the next stage in their learning as the childminder has effective links with parents and other professionals in the local area.
- The childminder uses consistent praise and encouragement which effectively develops the children's self-esteem and confidence.
- Children are well protected as the childminder implements good policies and procedures to ensure they are provided with a safe and secure environment.

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

- There is scope to extend opportunities for children to further develop their awareness and understanding of the world by assessing a variety of non-fiction books.
- Opportunities for children to further develop their independence skills during play activities are not always fully maximised.

## 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 used 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 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Brandon, 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 seven children on roll, of whom three children are in the early years age group and they attend for a variety of sessions. She operates all year round from 8am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3. The childminder supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend opportunities for children to access a variety of non-fiction books to further develop their awareness and understanding of the world
- enhance the opportunities for children's independence skills to be further promoted by encouraging them to take responsibility for small tasks during their play activities.

## Inspection judgements

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

The childminder is a knowledgeable and enthusiastic childcare practitioner. She interacts well with the children and encourages them to be actively involved in their play. The quality of teaching is good as the childminder demonstrates a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She provides the children with a good variety of interesting and challenging learning experiences to cover all seven areas of learning. As a result, children are engaged, motivated and show concentration throughout their activities. The childminder has high expectations of the children as she regularly completes observations and assessments, this information is used to develop future planning and identify the children's next steps in learning. Tracking sheets are used to identify the children's progress in their learning and development. Consequently, children are making good progress from their starting points.

The children's communication and language development is effectively supported by the childminder. She listens carefully to the children while they play, models language and

asks appropriate questions to check their understanding. As a result, children feel valued and are becoming confident communicators. Children are starting to develop an awareness of emotions and feelings. For example, the childminder encourages the children to make 'happy' and 'sad' faces on their plate using fruit pieces during snack time. The childminder successfully promotes the children's early mathematical skills through daily activities as they count objects, identify colours and play matching card games. Children enjoy exploring the toys in the play kitchen and use their imagination to engage in role-play activities. There are good opportunities for children to play with a variety of different materials, such as, coloured pens, pencils and crayons to develop their early writing skills. They enjoy being creative as they make animal masks for Easter and get excited for 'the bunny coming with eggs'. The children are learning about knowledge of the world throughout their play and daily routines. However, there is scope to extend children's awareness and understanding of the world by providing them with a variety of non-fiction books to support their learning. The childminder supports and encourages children's physical development through activities, such as music time where they sing songs and make actions and movements. Physical skills are further promoted in the outdoor play area and during outings in the area, for example, the children regularly visit the local park and farm. The childminder attends weekly activities in the community where the children can be physically active and play on soft play equipment. This supports the children in their personal, social and emotional development as they are learning to socialise with other children and adults. As a result, children are starting to develop the necessary skills needed for the next stage in their learning at school.

Parents are encouraged to contribute to their children's learning as they share relevant information with the childminder and are well informed of their achievements and progress. The childminder completes a written diary for the children; these include suggestions for home learning and feedback from parents. The childminder completes the progress check at age two and provides parents with a clear overview of the children's progress in their learning and development. Children with special educational needs and/or disabilities are well supported as the childminder works effectively with parents and external agencies to support their learning and development. This ensures that individual children's needs are being met to enable them to make good progress.

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

Children are happy, content and settled with the childminder. She consistently praises their efforts and encourages them throughout their play. As a result, children have high self-esteem and confidence in their own abilities. The childminder provides a warm, welcoming and stimulating environment for the children which effectively supports their emotional well-being. Consequently, children form strong attachments and positive relationships with the childminder. The childminder works closely with the parents from the beginning to ensure transitions into the setting are well supported. Children are emotionally prepared for the next stage in their learning as the childminder has established effective links with local primary schools and teachers to ensure smooth transitions to school.

The childminder demonstrates a good understanding of how to manage children's

behaviour in a positive way. She uses a calm and consistent approach to reinforce appropriate behaviour and explain the expectations of the setting. As a result, children behave well and show an understanding of what is right and what is wrong. The childminder acts as a positive role model as she encourages good manners and reminds the children to be kind and considerate. There are good hygiene practices in place so the children start to gain an understanding of health and develop their self-care skills. For example, the childminder works well with the parents to encourage and support children who are toilet training. Children are encouraged to be independent by assessing their own resources, washing their own hands and putting on their own shoes. However, there is scope to improve opportunities for children to further develop their independence skills during their play activities by encouraging them to take responsibility for small tasks.

Children are provided with a variety of nutritious meals and snacks to develop their understanding of a healthy diet and lifestyle. This is extended further when the children are involved in regular cooking activities with the childminder, for example, they make home-made bread, scones and pizzas. Meal times are a social occasion with the childminder and children sitting together to enjoy their food. The children have daily opportunities for physical play, fresh air and exercise which enables them to be active. The childminder regularly attends local activities in the area to further support the children's learning and development. The childminder demonstrates the importance of safety for the children as it is discussed throughout their play, for example, she reminds children to negotiate space during activities. Consequently, children know and understand how to keep themselves safe.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has attended relevant training and is due to complete additional courses to further develop her understanding. The childminder implements a good range of policies and procedures to ensure the children are effectively safeguarded. Risk assessments are completed on the indoor and outdoor environment to ensure there are no potential hazards and to minimise risk. This ensures children are well protected and are provided with a safe and secure environment. The required checks have been completed on the adults in the home to ensure they are suitable to be around the children. All relevant documentation and records are maintained and monitored, which supports the children's safety and well-being.

The childminder monitors and evaluates the educational programmes to ensure that children are making progress in all areas of learning. She has a childcare qualification at level 3 and as a result, has a good understanding of how children learn. The childminder has taken action to improve the setting since the last inspection. For example, she has developed observation and assessment systems to allow her to plan appropriate activities for the children to support their individual interests and needs. The childminder evaluates her daily practice and strives for continuous improvement. She effectively uses self-evaluation to identify her strengths and areas for future development. Parents are encouraged to contribute to this process by completing regular questionnaires to obtain

their views, opinions and feedback. Comments from these include 'The childminder is very professional whilst offering a home from home service' and 'I am perfectly happy with the service'.

There are effective partnerships with parents and other professionals to support the children in their learning and development. The childminder works well with external agencies to ensure that children's individual needs are being met by accessing the appropriate support and guidance. The childminder has established good links with the local primary schools and regularly shares relevant information with the teachers to ensure the children are prepared for their future transitions. Consequently, this supports consistency and continuity in the children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY309967
<b>Local authority</b>	Durham
<b>Inspection number</b>	862007
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/12/2008
<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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