

Inspection date

Previous inspection date

14/04/2014

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

- Children are settled and have formed strong attachments with the childminder. They are happy, highly motivated and are making good progress in their learning and development as a result.
- 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 on 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.
- Good relationships with parents are fostered through frequent communication, which means information is continually shared. This benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- Resources are not always labelled and organised to enable younger children to make independent choices.
- Children's learning about the natural world and sensory experiences are not as well supported indoors as they are outside.

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 kitchen, playroom and outdoors.
- 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, 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 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children, aged 11, seven and four years of age, in Hartlepool. The family has pet guinea pigs. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. An enclosed garden is available for outdoor play. The childminder cares for children on weekdays from 7am to 6pm, Monday to Friday except for during family holidays. The childminder is currently caring for three children in the early years age range and currently has five children on roll, all of whom attend on a part-time basis. She attends toddler groups and visits the local park on a regular basis and collects children from the local schools.

What the setting needs to do to improve further

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

- provide a range of natural and open-ended objects indoors, to enhance children's learning and encourage their sense of exploration
- enhance the accessibility of resources by labelling and organising them so that they are easily accessible, enabling younger 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. This contributes to the good progress children are making in relation to their starting points. Consequently, children's development in all areas of learning is well promoted. The childminder knows where the children are in their learning as she has completed clear observations that inform 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 attractive learning journals that are sent home to parents on a weekly basis. 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 is enhanced by the childminder who has a good understanding of how to engage and capture children's interests. Teaching is strong and

the childminder skilfully intervenes and extends children's learning during child selected activities. The childminder places a high priority 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. She encourages play and models language for the children, constantly expanding their communication and language skills appropriately. The childminder spends time listening carefully and speaking clearly to them. She follows their lead in conversations and helps children to expand on what they say. This successfully promotes their language development further. She plans regular singing activities and spends time looking at books and talking about the pictures. Children regularly request favourite stories and songs with actions. They enjoy reading books and know how to handle them well, for example, they know that print carries meaning and follow it from left to right on a the page. The childminder plays alongside the children, extending their vocabulary as they play. This successfully promotes their language development further. A range of early writing activities are offered that help children develop their early writing skills. Children enjoy use crayons, paint and pencils to make marks on a range of different media. Children visit the art gallery, which inspires them to paint their own pictures afterwards. An abundance of role play materials means that children can enjoy imitating home experiences. They play with dolls and push them freely in their prams. Children maintain focus and pay attention to the childminder's suggestions. The childminder provides opportunities for children to develop their understanding of the world. Planned visits to the park, library and walks in the local environment develop children's curiosity about the world in which they live. Children learn about the world as they go to the park to feed the ducks and plant seeds, which they help to water and nurture. Children enjoy looking for leaves and sticks to feed the guinea pigs and they search for snails in the garden. The physical development of all children is well promoted through visits to the park, the soft play centre and through playing on large equipment outside. However, natural open-ended materials are not readily available for children indoors to promote their learning and sensory experiences further. 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 aeroplane and show great delight when the aeroplane turns on, makes sounds and moves. Children are beginning to value and recognise similarities and differences within society through the use of appropriate resources, such as dolls and books. The childminder plans activities that support children's learning about diversity, for example, they make Chinese lanterns and dragons on the occasion of Chinese New Year. Good use is made of displaying children's work and pictures, resulting in a sense of pride and achievement for the children.

The childminder works closely in partnership with parents. 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 learning journals that are sent home weekly 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. The childminder 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 lovely relationships with the children. She is calm and caring and the children relate well to her. Children feel happy and secure with her and enjoy exploring the toys and equipment with the childminder. They form secure attachments and are happy and content in her care. Children chat confidently with the childminder 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. Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with this childminder. There is a good working relationship with the local schools, which supports children to feel confident and well prepared when the time comes to move on.

Children play in a welcoming, homely environment, which is very clean and well maintained. Resources are stimulating and age appropriate. Most resources and toys are easily accessible and there is sufficient space for children to play on the floor or sit comfortably on the settee to look at books. However, resources are not always labelled and organised to enable younger children to make independent choices and freely select items for themselves. A high priority is given by the childminder to ensuring that the children in her care learn to keep themselves safe. There are risk assessments in place and she is vigilant with regards to children's safety indoors, for example, reminding children to be careful on the steps. 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. Children learn to play alongside each other, listen to each other and to share their toys. This helps them to learn about their own feelings and those of others. 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 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 and daily play in the garden.

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

The childminder has a good knowledge of safeguarding procedures. She knows how to identify and report concerns that she may have about a child in her care. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. The childminder ensures all legally required documentation is in place and up to date. For example, documentation includes children's details, medication records, permissions and records of attendance. Proof of suitability for all members of the family is held on file for inspection. Risk assessments of the home and for outings are in place and her documentation is all very well organised, easily accessible and underpins her practice well. This, 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. Parents are involved in this process and children help her to evaluate her provision verbally. Children's educational programmes are well planned. For example, visits to the local toddler group provide 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. Good systems are used by the childminder to ensure that she can accurately monitor the progress children are making in her setting. She clearly identifies any gaps in children's development and plans activities and experiences to meet their individual needs, which results in them making further progress. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. 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. She has a good capacity to improve further. The childminder has recently attended ICAN's Early Language Development Programme for Babies and Toddlers. The childminder has identified that her attendance at this training has had a positive impact on the language development of the children in her care.

The childminder has positive relationships with parents and shares information about children's activities and routines on a daily basis. She involves parents in children's learning and successfully builds on their home interests, through the use of weekly learning journals. Parents' written comments are positive. For example, parents state that their children are highly settled and safe and are cared for in a stimulating environment. Parents state that their children make good progress and that weekly updates on progress help them to support their child at home. The childminder has a good relationship with the local schools and regular outings to collect others from school help children develop independence and confidence.

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	EY448787
Local authority	Hartlepool
Inspection number	930548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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