

Inspection date

Previous inspection date

24/04/2014

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

- The childminder develops close partnerships with parents and teachers, so that she works successfully with children who have English as an additional language. This helps to further develop their communication skills.
- Good planning and activities, specifically to support children's language skills, ensures that they make good progress in this area. Ongoing assessment and effective teaching, also shows that children make strides to catch up in their learning in this area.
- Children are happy, settled and have good relationships with the childminder. This ensures that their emotional needs are well met.
- Children are safe and well cared for as the childminder follows clear safeguarding procedures and provides a secure home and close supervision.

It is not yet outstanding because

- Some role play equipment is not readily available or easily accessible to enable children to find what they need to follow through their ideas and intentions.
- The environment is not sufficiently and effectively organised to enhance children's interest in stories and books.

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 conducted a tour of the premises.
- The inspector observed activities and routines in the living room and kitchen.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of the written views of parents and a letter from a reception class teacher.
- The inspector looked at the childminder's training certificates, children's learning journals and the self-evaluation form.

Inspector

Shirley Peart

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 her husband and two children aged six and four years in a house in Consett, County Durham. The whole of the ground floor and the front and rear garden are used for childminding. The family has a pet cat and a guinea pig on the premises and four chickens and two ducks housed in the garden.

There are currently three children attending, two of whom are within the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 7pm, Monday to Saturday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance and further organise the role play equipment to enable children to find what they need, for example, by ensuring specific pretend play items, such as, tea pots, cups and play food are easily accessible so that children can carry out their ideas and intentions
- develop the book area to make this more attractive to ensure that children can self-select and sit comfortably with books, to further promote their interest in stories and reading.

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 how to support children's learning. As they settle into her provision she regularly observes what they do to establish their starting points, interests and abilities. She also regularly exchanges information with parents to ensure that they all work together well to help children make progress. The childminder's planning is flexible and based around children's interests and needs. To enhance children's learning they visit the bottom of her garden to feed the ducks and chickens and to collect the eggs. She then uses relevant puppets and books to help children recognise and repeat animal noises. This enables children to acquire good communication and language skills they need to be ready for the next stage in their learning. The childminder has high expectations of children and regularly monitors their progress by using individual learning journals. They contain photographs, observations and examples of their artwork. These

show that children are working well within the typical range of development expected for their age and highlight where they may need further adult support to help them move on in their learning. The childminder is aware to complete the progress check at age two and to provide a summary for parents across the prime areas of learning. She is currently in the process of completing these.

The childminder uses effective teaching strategies to help children learn. For example, she plays with them down at their level, interacts well and provides lots of eye contact, gestures and enthusiastic verbal encouragement. When children choose to play with the dolls she enhances their imagination and pretend play by encouraging them to feed them and put their cream on. She does this herself with another doll so that young children imitate and copy her. This has a positive impact on children's learning as they develop the ability to express their ideas and thinking skills. However, some equipment is not sufficiently organised or readily available to enable children to find what they need so that they can follow through their ideas, such as specific pretend play items, such as, tea pots, cups and play food. The childminder plans activities well so that children make progress across the seven areas of learning. For example, one activity using different coloured buckets to encourage children to find and match the coloured balls enhances their physical, language and mathematical development very well. Children love to look at photographs in their learning journal and they become more animated as they point out their family members and other children that they recognise. This helps them to develop a strong sense of belonging and high self-esteem.

A key strength of the provision is how the childminder works with parents and other professionals. She has an ongoing dialogue with parents to find out what their children enjoy doing at home and they regularly contribute to their children's individual learning journey by adding their comments. The childminder supports children with English as an additional language successfully by accompanying their parents at school meetings. This ensures that all adults work together very well to ensure that good continuity and consistency is in place to support children's learning, specifically with their language and communication skills.

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

The childminder provides a welcoming, child-friendly environment for children. The whole of the living room is used to house toys and equipment, most of which are easily accessible and at child height. There is plenty of play space so that children move around freely and safely. However, the book shelf is cluttered and books are not laid out attractively to encourage children to self-select. There is no specific area made available beside the books to enable children to sit quietly and comfortably to further promote and enhance their interest in stories, books and reading. Children have regular opportunities to play outside in the fresh air. The childminder uses nearby facilities in the community to enhance their enjoyment and learning further, for example, soft play centres to develop children's physical skills. These activities teach children the importance of developing healthy lifestyles. Visits to local nature reserves and farms, tending to the livestock and planting cress and vegetables, helps children to develop their knowledge and

understanding of the world around them.

Children's behaviour is good and the childminder uses effective distraction and diversion techniques to avoid any frustrations. This shows that she has a good knowledge and understanding of child development and enables children to learn what is acceptable. Children are independent and make decisions. For example, when they look at photographs of themselves in a dressing-up outfit they use gestures indicating to the childminder that they want to put it on. Children are very settled and happy with the childminder. They have clearly formed close bonds as they follow her into the kitchen and brush her hair during activities. Children also receive natural cuddles from the childminder, which supports their emotional well-being very well.

The childminder offers settling-in sessions to help children cope with the move from home to her setting. She also encourages parents to complete 'All about me' information. This helps the childminder to establish children's starting points, individual needs, care routines, likes and dislikes. She is aware to work closely with parents when children are ready to move up to pre-school or school to help them with transitions. Everyday routines also help children to settle in and make progress in the prime areas of learning. For example, they become more animated and excited as they shout the pet cat's name and make gestures for it to sit beside them so they can brush its fur. This demonstrates that they are confident in the setting and are ready to move on in their learning.

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

The childminder has a clear understanding of the Early Years Foundation Stage welfare, learning and development requirements. She has a good knowledge of safeguarding and what to do if there are any complaints. She has relevant information and procedures to follow if she has any concerns about a child, thus demonstrating that she is well aware of how to keep children safe. She carries out regular risk assessments and identifies potential hazards, for example, not allowing children to play in the rear garden while the fence is being fixed.

The childminder has completed required training, which has increased her knowledge of the learning and development requirements and the responsibilities of her role. Consequently, children's care and learning is well supported. The childminder uses self-evaluation effectively to help her identify what she does well and what she would like to improve. She has clear plans for the future, for example, to improve the environment and provide a dedicated playroom. The childminder continually uses good systems to help her accurately monitor the progress children make. She is enthusiastic and dedicated and clearly enjoys her new role as a childminder. Therefore, children make good progress in their learning and development.

The childminder works with parents successfully. She is flexible and helpful offering care at weekends and on bank holidays to fit in with their working patterns. This provides good continuity for children. She has become a popular choice with parents as they are keen to

place younger siblings with her. Written comments include, 'I appreciate the way you help my child with English' and 'I am very happy.' A positive letter from a reception class teacher also demonstrates that the childminder works closely with other professionals, which makes a strong contribution to meeting children's individual learning needs.

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	EY469388
Local authority	Durham
Inspection number	941558
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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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