

## Inspection date

24/04/2014

Previous inspection date

20/10/2009

## The quality and standards of the early years provision

**This inspection:**

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

- Children are motivated to learn because the quality of teaching is good. They enjoy a good range of stimulating activities, matched to their individual interests and needs.
- The childminder takes children on a range of outings within the local community, such as local parks and toddler groups. Children benefit from this as they make wider friendships, learn about the community they live in and enhance their physical skills.
- The childminder has a good understanding of how to promote the safety and welfare of the children in her care. She minimises risks so that children are able to learn and play in a safe environment.
- Children develop strong bonds with the childminder and they demonstrate a sense of belonging. This contributes significantly to their well-being.

### It is not yet outstanding because

- The lovely photographs taken for children's learning journals are not available for children to look at and talk about. As a result, children's opportunities to develop their speaking and listening skills are not fully maximised.
- There is scope for the childminder to further enhance children's existing good opportunities to develop their thinking skills, by increasing the range of open-ended resources that can be used in a variety of ways.

## 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 observed children while they were engaged in activities inside the home. She looked at all areas of the home used for childminding, including the garden.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. The views of parents were taken into account from written documentation they had provided.
- The inspector looked at children's assessment records, planning documents and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and of other adults living in the home.

## Inspector

Pamela Nield

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult sons in a house in Peterlee. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs, one parrot and two ferrets as pets. The childminder regularly attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, of whom four are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6.40pm, Monday to Friday, except bank holidays and family holidays.

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

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

- maximise the existing good opportunities for children to develop their speaking and listening skills even further by making the lovely photographs in learning journals accessible for the children to look at and talk about
- enrich children's opportunities to develop their thinking skills still further, for example, by increasing the range of open-ended resources available for children to explore and investigate.

## Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of how young children learn. As a result, she consistently provides interesting opportunities for children to be active, motivated learners. For instance, she provides a shape sorter for children to play with and explore. A young child is interested in the shape sorter and picks up a round shape and tries to put it in a hole. Although he is not successful straight away, he perseveres. He begins to problem solve as he manipulates the piece between the various holes, using both hands. The childminder works alongside the child, giving praise and encouragement for his efforts. As a result, he concentrates on his task and confidently keeps trying. The child problem solves as, with encouragement from the childminder, he moves the pieces around to find the right hole. He beams with pride and the childminder gives lots of praise when he successfully puts the shape in the hole. Consequently, children are being supported effectively by the childminder to develop the characteristics of effective learning. However, there is scope to enhance children's opportunities to develop creative thinking skills still

further by increasing the availability of open-ended resources, such as recyclable items, gloop and kitchen utensils for children to use in their play.

Observation and assessment systems are effectively in place and cover all seven areas of learning. As a result, the childminder understands what children can do and what they know. This information is used consistently when planning activities. Consequently, learning opportunities offer a good amount of challenge. They are generally sufficiently open-ended to encourage young children to lead their own learning and follow their interests. The childminder meets with parents before children start attending her setting when she gathers details about their child's care and learning needs. This is then used to inform care routines and starting points for planning. The childminder has good systems in place to routinely track children's progress and record their achievements. This enables her to assess the level of progress children are making given their starting points and capabilities.

The childminder is successful in promoting children's communication and language. Her interaction with the children is good and she gives her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and uses gestures and facial expressions to aid communication. She speaks clearly, so children hear the correct language spoken. Consequently, very young children are having a go at saying and repeating words. However, children's opportunities to develop their already good communication and language skills even further, are not fully maximised. For example, the wonderful photographs taken for children's learning journals are not currently accessible to the children. Looking at the photographs and talking about them with the childminder would enrich children's opportunities for language development.

The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. She makes good use of the lovely garden. Children's large muscle skills are supported to develop well as they learn how to negotiate space and gradients as they move around. The childminder makes a good variety of equipment available to children in the garden, such as a slide and a sand tray. This encourages children to develop a variety of physical skills and increases their confidence as they climb, run, jump, and balance. This helps children to learn how their bodies move. They learn what they can and cannot do while developing the ability to keep themselves safe as they learn their limits. The childminder describes how she walks alongside children and offers a helping hand and encouragement. As a result, children feel safe to take risks and their emotional well-being is well supported. She promotes young children's awareness of shape, colour and number well through everyday routines and activities. This supports children's mathematical development. Indoors, children have good opportunities to develop their physical skills. For example, they develop muscle strength and small muscle control in their hands as they explore a bag of toys. These resources play music and make sounds in response to children pressing the buttons and turning the knobs. As a result, children are being enabled to explore cause and effect. The childminder makes available a wide range of creative equipment and resources, such as, felt pens, paints, crayons, paper and card. This supports and encourages children's early writing skills. This effectively helps to prepare children for the next stage in their learning.

The childminder reports good relationships with parents, and is committed to involving

them in their child's learning. Parents are well informed of the progress their child is making and how they can further support their child's learning at home. For example, parents are welcomed into the childminder's home at the beginning and end of each session. She takes this opportunity to share the lovely photographs she takes of children, for their learning journals with parents. Parents are encouraged to look at their child's learning journal. They are invited to share information about what their child is learning at home and at other settings they attend. As a result, children see the childminder and their parents chatting together regularly, helping them to feel settled and emotionally secure. Parents are regularly kept up to date with their child's progress. This means that children benefit from the childminder and parents working together.

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

The childminder has a good relationship with the children and welcomes them into her home. She is warm and caring with them and the children demonstrate a strong sense of belonging and close attachment to her. The childminder works closely with parents to settle children in, gradually building up the time they spend with her. She gathers detailed information from parents about children's care needs, interests and what they can do. Consequently, she is able to meet their needs from the start. This ensures that children separate confidently from their parents and there is a happy, smooth transition between home and her care. Children seek comfort from the childminder and she provides cuddles, this demonstrates their emotional security. The childminder recognises when children are tired, hungry or require their personal needs attending to and responds quickly to keep them comfortable. They snuggle into her when they are tired and this gives them physical, psychological and emotional comfort.

The promotion of children's health is given great consideration. Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. Very good standards of cleanliness are maintained throughout the childminding areas and toys and resources are washed regularly. The childminder has completed paediatric first-aid training and is experienced and trained in administering medication in a caring role. This safeguards children and promotes their health and well-being. Children's physical development is supported well through planned activities that help children to increase control and coordination. For example, they meet the physical challenges provided by regular visits to the park and being outdoors in the fresh air.

Children are supported to develop an understanding about healthy eating as the childminder prepares a range of snacks using fresh fruit. She prepares children's meals and these follow healthy eating guidelines. The childminder encourages hand washing before meals. The reasons for doing so are discussed with the children. As a result, the childminder is fully extending the children's understanding of how to keep themselves healthy. The childminder routinely gives children lots of praise to help build their self-esteem. For example, a child lines up a row of cars on the arm of the sofa. The childminder smiles proudly, claps and says 'Well done, you're a very clever boy', as the child beams with pride and claps. She successfully helps children to develop self-assurance as they are encouraged to learn self-help skills to help them to be as independent as

possible. They are beginning to help to dress themselves. Very young children cooperate with the childminder during care routines by lifting up their legs and arms when needed. They are being supported and encouraged to learn how to feed themselves with a spoon and the childminder provides finger foods at snack time. The environment is very well set out and resources are accessible. As a result, children are able to access resources independently. This means that children are effectively supported to make decisions and choose resources to enhance their play and support their emerging interests.

The childminder is very effective in helping young children to begin to develop an awareness of how to keep themselves safe as she has clear expectations of their behaviour. She is a good role model, who talks about risks and safety both inside and outside. Outings are a regular part of the children's routine. Safety is discussed with the children while they are out. For example, even though the children are very young, she talks to them about road safety and involves them in emergency evacuation drills. This ensures they are developing an understanding of how to keep themselves safe. The childminder encourages children to care for resources, they develop a sense of responsibility as she supports them to help to tidy away toys. Children's behaviour is good as they are fully engaged in their play. The childminder regularly takes children to the local toddler group. Here, children are supported to make friends with a wider group of children. Developing friendships and playing cooperatively helps to prepare children emotionally for the next stage in the learning.

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

The childminder successfully meets both the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has a very good understanding of the signs of abuse and the procedures for reporting concerns, and has attended safeguarding training. Risk assessments are thorough and identify potential dangers to children and how they will be minimised. This means children are able to play and learn in a safe environment. Record keeping is very well organised and a good range of policies and procedures underpin the safe and efficient management of the provision. These are shared with parents so they are fully informed about the setting. Suitable checks have been carried out on all adults living in the home and a signing in book is in place for visitors. She supervises children well by ensuring that children are always within her sight. These measures serve to further safeguard children.

The childminder recognises the importance of self-evaluation and professional development. She regularly updates her skills and knowledge by working with her local authority support officer and sharing information and ideas with other childminders. She has a good system in place to ensure the educational programme covers the seven areas of learning. She is beginning to use self-evaluation to identify her strengths and weaknesses. However, there is scope to enrich self-evaluation further by increasing the focus upon resources to enhance opportunities for children to develop the characteristics of effective learning. She has made improvements to address the recommendations from her previous report. Observations and assessment of children's interests and achievements are consistently used to plan for individual children's next steps in learning. Consequently,

teaching is consistently good and children are making good progress. This demonstrates that the childminder has a good capacity to continue to improve.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have consistency of care. Parents are welcomed into her home and kept well informed about their child's day through daily conversations. This means that parents know what their children have been doing and how they can support them further. They speak highly of the service including comments, such as 'She communicates with me everyday as I pick (my child) up. She has helped me very much with (my child's) toilet training and with (my child's) behaviour'. There are children, currently on roll, who attend other early years settings. The childminder understands the importance of establishing good links with professionals from other settings that children attend. She has used a variety of strategies and established some links. She aims to continue this work in order to develop them further.

### **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>	EY311537
<b>Local authority</b>	Durham
<b>Inspection number</b>	856702
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/10/2009
<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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