

Inspection date

08/05/2014

Previous inspection date

06/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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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
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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 wide 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 playgroups. 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 safeguarding and 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

- Occasionally, the childminder answers her own questions and does not give children sufficient time to process information before they respond. Consequently, the existing rich opportunities for children to develop their communication and language skills are not fully maximised.
- The childminder ensures children wash their hands at various times throughout the day. However, she does not always ensure children wash their hands before they eat snacks. As a result, opportunities for children to develop their understanding of the importance of hand washing when handling food are compromised.

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 in the house and yard. She looked at all areas of the home used for childminding.
The inspector spoke to the childminder and children at appropriate times throughout the inspection. Parents were spoken to during the inspection and their views taken into consideration.
- The inspector conducted a joint observation with the childminder.
- 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 other adults living in the home.

Inspector

Pamela Nield

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Throston, Hartlepool. The whole of the ground floor and the rear yard are used for childminding. The family has two dogs as pets. The childminder attends a toddler group. She visits the park, soft play area and the beach on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom seven are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enrich opportunities for children to develop their speaking and listening skills even further, for example, by allowing children time to think and process information before they respond
- ensure opportunities for children to develop their understanding of how to keep themselves healthy when handling food are maximised, for example, by consistently encouraging children to wash their hands before snacks.

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 Early Years Foundation Stage. She has a good understanding of how young children learn. As a result, she provides interesting opportunities for children to be active and motivated learners. For instance, children are supported to explore the properties of paint and colour. They use a variety of techniques to create patterns using marbles and objects for printing. The children are fascinated to see the colours mixing and changing, exclaiming with glee 'look it's turning orange now!' 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. Consequently, learning opportunities are generally challenging and open ended to encourage young children to think creatively, explore and investigate. The childminder meets with parents before children start attending her setting to gather details about their child. She gains information from them about their children's care and learning needs. This

is then used to inform care routines and starting points for planning. The childminder has a very effective system 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 generally very 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 signs, gestures and facial expressions to aid communication. She makes good use of open-ended questions and speaks clearly, so children hear correct language. Consequently, children with speech and language delay are saying words and having a go at putting words together. The childminder sings to the very young children throughout the morning and encourages them to join in. For example, they happily sing along to a nursery rhyme song. They move to the rhythm of the music and do the actions together with lots of clapping and praise at the end of each song. The childminder is a good story teller, she tells the story of a gingerbread man. She uses the book as a prompt, but also involves the children in the story by using puppets. Her questioning is generally effective in encouraging them to think about and describe what is happening or what might happen next. However, she occasionally answers her own questions. Interrupting in this way does not give children sufficient time to process information and formulate a response. As a result, opportunities to develop children's communication and language skills are sometimes not fully maximised. The childminder effectively displays both photographs of children's prior learning and their finished creative work in her home. This supports children to revisit and talk about their experiences. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. Children's large motor skills are supported to develop well as they use wheeled vehicles to move around the yard negotiating various obstacles. The childminder takes the children to local parks and soft play areas. Here, children increase their confidence as they use large climbing equipment to develop their physical skills as they run, jump, climb 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 explains 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 effectively supported. The childminder enables children to develop wider friendships as she takes them to visit the local play group. Here, other children gather to play and the childminder uses this opportunity to teach children to be kind, cooperate and make friends. She promotes young children's awareness of shape and number adequately 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 fine motor control in their hands as they explore gloop, porridge and play dough. She makes available a good range mark making equipment, such as paint, chalks and crayons; therefore, encouraging children's early writing skills. She writes children's names on their paper, which helps them to develop an understanding that print carries meaning. This effectively helps to prepare children for the next stage in their learning.

The childminder has very good relationships with parents and is committed to involving parents 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 daily. She takes this opportunity to share the lovely photographs she takes of children, for their learning journals with parents. They are encouraged to look at their child's learning journal and share information about what the child is learning at home. As a result, children see the childminder and their parents chatting together regularly. This helps 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 very 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 when they share stories and look at books together. This gives them physical 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. 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, children move to music, regularly visit the soft play area and the park and experience being outdoors in the fresh air. Children are supported to develop an understanding about healthy eating as the childminder provides home cooked meals and snacks using fresh fruit and vegetables. However, hand washing is not consistent and occasionally the children are not encouraged to wash their hands before snack time. As a result, the childminder is not fully maximising opportunities for children to understand how to keep themselves healthy when handling food. The childminder routinely gives children lots of praise to help build their self-esteem. They smile proudly when she claps as they complete a jigsaw puzzle. 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. For example, the children are encouraged to feed themselves and they are beginning to dress themselves. Independence is encouraged as children are able to choose and access a wide range of resources independently. This means that children are able to make decisions and choose resources to enhance their play and support their emerging interests.

Children begin to develop an awareness of how to keep themselves safe as the childminder 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, she talks to children 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 be independent in the setting. They help to tidy away the toys, feed themselves and the very young children are beginning to dress themselves. These skills prepare children effectively for the next stage in their learning. Children's behaviour is good as they are fully engaged in their play. The childminder supports the children to be kind and make friends with other children as they regularly visit local toddler groups. She shares behaviour management strategies with parents so there is consistency between the setting and the children's home. Consequently, children behave well.

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

The childminder successfully meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear 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 adequately organised and an appropriate 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. She supervises children well by ensuring that children are always within her sight. These measures serve to further safeguard children.

The childminder has implemented an adequate range of changes to improve practice and has responded to all previous recommendations. These improvements result in positive outcomes for children's learning, progress and safety. She recognises the importance of self-evaluation and professional development. For example, she has attended training to learn sign language for young children. Following this, she has supported children and parents to learn the signs. This has been particularly helpful in supporting babies and children with speech and language delay, to make themselves understood. She has a very good system in place to ensure the educational programme covers the seven areas of learning. Her observations and assessment of children's interests and achievements are consistently used to plan for individual children's next steps in learning. As a result, adult-led activities are interesting to children and provide an appropriate amount of challenge. She has good links with other childminders, which helps to develop her practice further. This demonstrates that the childminder has good capacity 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 'my child has

come on leaps and bounds since coming here and we couldn't be happier. She's always willing to help and gives us advice about managing my child's behaviour. We really couldn't manage without her'. There are no children currently on roll, who attend other early years settings. The childminder has developed good links with professionals from the local authority in order to effectively meet the needs of children with special educational needs and/or disabilities. She also uses her knowledge and experience well to support parents as they attend meetings with various professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	321657
Local authority	Hartlepool
Inspection number	847833
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	06/07/2009
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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