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| Inspection date | 28/03/2014 |
| Previous inspection date | 03/07/2013 |

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The quality and standards of the early years provision

This provision requires improvement

- The childminder communicates with parents effectively and this allows the childminder and parents to work together to meet the needs of the children.
- Children settle quickly into the setting and are happy in the childminder's care because she has well thought out settling in procedures, which enable her to form caring relationships.
- The childminder has a good relationship with other providers. She works together effectively with the local school to ensure the learning and development needs of children are met.

It is not yet good because

- The childminder does not maximise children's progress because observations are not carried out consistently enough to routinely shape their planned learning experiences or to identify areas for development.
- Risk assessments are not always fully effective in identifying and minimising all potential hazards children may come into contact with. As a result, children's safety is not always well supported.
- Children are not always able to access resources or tidy them up independently because they cannot always see where resources belong.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her two children, aged six and 10 years, in the Garden Farm area of Chester-le-Street in County Durham. The home is close to local amenities, such as shops, primary schools and playgroups. The whole of the ground floor is used for childminding purposes and there is an enclosed garden available for outdoor play. The childminder collects children from the local schools and pre-schools. There are currently nine children on roll, of whom five are in the early years age range and attend on a part time basis. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consistently observe children to understand their level of achievement, interests and learning styles and use this information to routinely shape learning experiences that provide appropriate support and challenge for each child
- improve risk assessment procedures to ensure they are fully effective and identify and minimise all potential hazards which may arise for children, particularly in relation to the playroom.

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

- develop the learning environment further by ensuring resources are well organised and clearly labelled so that children can see where resources are stored in order to promote their independence as they access resources and tidy them away.

Inspection judgements

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

Children enjoy a suitable range of interesting activities across the seven areas of learning. For example, children enjoy dressing up and try on a range of different costumes before they finally decide on the role of the fireman. They engage in imaginative play as they use resources from around the playroom as 'hoses' and pretend to drive their fire engine. The childminder joins in with and supports this play asking questions to support their thinking and imagination and demonstrating a suitable understanding of how to support children's play. She observes what children are doing and intervenes at appropriate times to support

their learning further. She offers appropriate support when children are struggling to put dressing up clothes on and gives children time to explore twistable crayons, encouraging children to see what happens when it gets to the top. This helps children to focus on activities and maintain concentration.

The childminder has a reasonable understanding of where children are in their learning because she observes children to find out what they have achieved and what they enjoy doing. She uses her observations to plan suitable activities for the children. However, her planning and assessments are not consistently rigorous to ensure that learning experiences are fully matched to the children's needs or that areas of under achievement are highlighted. The childminder works well with parents. Daily feedback ensures parents know what their children have been doing and how they can support them further. She also works well with other providers and incorporates this information into her planning. As a result, all children make steady progress.

The childminder develops and extends children's communication well. She plays alongside the children and comments on what they are doing. For example, as children explore a book with various textures in she uses terms, such as 'soft' or 'rough,' to extend their vocabulary. She also extends their use of language by repeating or rephrasing what children have said so they can hear the correct pronunciation. The childminder responds appropriately to children's gestures too, using simple phrases to further extend their attempts at communication. As a result, children are making sound progress in their development of language and communication. The childminder plans a range of activities to support children's physical development, including their small muscle skills. For example, children enjoy using pencils and crayons and have time to be active throughout the day as they walk to and from school and play in the garden or on the green opposite the childminder's home. In addition, they go to the park or visit local soft play centres. Children enjoy looking at books. They select a range of books for the childminder to read. Older children begin to distinguish between the text and illustrations as the childminder points to the words as she reads. Older children confidently join in with stories and familiar phrases, while toddlers enjoy exploring different textures and pointing to different parts of their body. Questions, such as, 'how many toes have you got?' extend learning effectively as older children take off their socks and count their toes. As a result, some children can count to 20 in order and count objects to 10 and beyond. Older children hold pencils correctly as they draw simple figures, giving meaning to their drawings. Toddlers enjoy exploring the marks that they can make with pencils. This means that children are developing skills which prepare them for the next stage in their learning.

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

The childminder generally demonstrates a good understanding of children's safety. However, due to a weakness in leadership and management, children's play space in the indoor environment is not fully safe. Overall, children demonstrate that they feel safe with the childminder and they show a good awareness of safety as they hold onto the pushchair as they walk home from nursery with her. In addition, they practise regular fire

evacuations and know how to leave the house in an emergency. Children behave well in the childminder's care. She reminds them calmly and consistently about her rules and expectations and children respond well to this. Children also learn to play alongside each other and share resources. Younger children begin to learn how to use toys appropriately. The childminder attends local toddler groups to give younger children the opportunity to play and interact with others. These skills prepare children for the next stage in their learning.

The childminder has a good relationship with the children. She is calm but very cheerful and the children respond to this well. Children have a very close bond with her and enjoy playing alongside her and talking about what they are doing throughout the session. Toddlers confidently engage her support when they need help to access resources or to change their dolly's nappy. This demonstrates that children are emotionally secure. Parents comment that their children are happy in the childminder's care. The childminder has thought carefully about her procedures for settling children in and she works with parents to devise a settling in programme that meets the needs of their children. Children attend with their parents initially but they are then encouraged to leave them for a short period of time. She finds out about children's individual interests and care needs from parents too. This means that children settle into the setting quickly. Children are equally well supported when they start school or nursery. They are already familiar with the school before they start but the childminder ensures that children and staff know each other. They talk about the school or nursery together and the childminder shares information with the teachers. As a result, children settle into school or nursery quickly.

The childminder has a suitably organised playroom. Resources are stored in boxes in tray units to support children's independence. She encourages children to access resources independently and to put them away once they have finished. However, this is not always easy for children to do because they cannot see what is in the boxes. This means that children are not always able to access resources or to see where resources should go. As a result, toys are sometimes left out and at other times they are piled on top of each other leading to potential hazards. However, the childminder does encourage independence as children feed themselves or attempt to put on or take off their shoes or coat. Older children are very independent as they change themselves for nursery. Children have access to fresh air throughout the session as they play in the childminder's garden. They walk to and from school and enjoy regular visits to the park or soft play. This means that children have plenty of time to engage in energetic play. Children have a suitable understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder prepares healthy meals that take into account children's dietary requirements. Children wash their hands before meals and after using the toilet. This demonstrates that they understand how they can keep themselves healthy.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. Her documentation is accessible and underpins her practise well. The childminder has a good understanding of her responsibilities in relation to safeguarding and has attended training. She has clear policies in place and demonstrates a good understanding of the procedures to follow if she has a concern about a child in her care. In addition, she demonstrates a clear understanding of events that should be notified to Ofsted. Children are generally kept safe because the childminder carries out daily checks indoors and outdoors. However, on the day of the inspection, some resources in the playroom were stacked on top of each, presenting a potential hazard to children. As a result, ongoing risk assessments were not as effective as they could be in identifying this potential hazard. This means that on this occasion, the childminder did not minimise hazards for children. Although this is a breach of requirements for the Early Years Register and both parts of the Childcare Register, the childminder demonstrated a good attitude towards children's safety and removed the resources immediately. Other risk assessments are effective and ensure that all other areas children come into contact with are safe. For example, doors are kept locked at all times and the toilet area is clear of hazards. The childminder has a valid first aid certificate and shows a satisfactory understanding of how to deal with accidents and injuries.

Self-evaluation is generally good. The childminder has a good understanding of the strengths of her setting and she effectively identifies what she needs to do to improve. In addition, she ensures that all relevant certificates are renewed in a timely manner. She also demonstrates a good commitment to professional development and attends appropriate training whenever possible. She attends regular childminder meetings to share practice and update her knowledge. She has a sound relationship with the local authority and acts upon any advice given. The childminder has a suitable overview of the Early Years Foundation Stage and she ensures that children benefit from a suitable range of activities across the seven areas of learning. However, systems to assess what children can do are not sufficiently precise. As a result, she is not always able to fully identify any gaps in learning where further interventions may be needed.

Partnerships with parents are good. Parents comment that they are happy with the provision that the childminder provides. The childminder encourages a two-way discussion at handover times. She finds out about what children have been doing at home and builds on this in the setting. Daily feedback ensures that parents are kept informed about their child's day. As a result, they know how they can support their children further. The childminder has developed good links with the local school to support children's continuity of care. She has a copy of the planning so she knows what children are doing in school. In addition, she talks to staff about what children have been doing and how she can support them further. They also share information with each other about children's learning and development. This means that the school and childminder work together effectively to support children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks. (voluntary part of Childcare Register)

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 | EY376508 |
| Local authority | Durham |
| Inspection number | 966351 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 03/07/2013 |
| 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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