

Inspection date	20/05/2014
Previous inspection date	17/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 is effective in teaching through play and provides activities which interest and engage children. Consequently, children make good progress in all areas of learning.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. Robust risk assessments help to minimise any potential hazards to children, keeping them safe.
- Children have warm, happy and secure relationships with the childminder. This helps them to feel settled and secure.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.

It is not yet outstanding because

- Partnerships with other settings that children also attend have not been robustly established to maximise continuity of learning and develop a fully effective shared approach to supporting children's best progress.
- There is scope to make better use of available published guidance to track and assess children's learning in order to further enhance their good progress.

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 spoke with the childminder and the children at appropriate times throughout the inspection and observed planned activities.
- The inspector viewed the premises, toys and equipment.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.
- The inspector reviewed relevant documentation, including the childminder's self evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector took account of the views of parents provided in written form.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 1996. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two grown up children in a house in the Norton area of Stockton-on-Tees. The childminder uses the whole of the ground floor, the first floor bathroom and the rear garden for childminding. She attends a toddler group and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are three children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday, 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:

- strengthen partnerships with the other early years providers that some minded children attend, in order to support a more shared approach to children's ongoing learning and progress
- expand the use of available published guidance to track and assess children's learning in order to further support and consolidate their already good progress.

Inspection judgements

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

The childminder is confident in her understanding of how children learn and develop. She provides children with a good range of fun activities that cover all areas of learning. She knows children and their families well. She works closely with parents to gather useful information about children's individual interests, preferences and abilities. This enables her to provide appropriate challenge through play activities, which in turn helps children make good progress in their learning and development. Individual learning journals are in place for all children; these include photographs and observations of them at play. These are used well by the childminder to plan activities, which are based on the children's next steps in learning and interests. In addition, the childminder has carried out progress checks for children aged between two and three years. This helps to ensure that any gaps in young children's learning are identified and plans made to support their future learning. However, although the childminder does use available published guidance to track children's progress, there is scope to improve this in order to further build on children's good progress. The childminder understands the importance of working closely in partnership with parents to support children's learning. Parents receive regular information

about their children's progress through verbal feedback, text messaging and access to their child's individual learning journal. Parents comments are highly positive and highlight how well children are progressing. For example, one parent said 'my child is taken to lots of different places and playgroups which has helped their development immensely'.

The childminder clearly enjoys spending time with the children and this is combined with effective teaching to support their individual learning needs. She supports children's communication skills well as she engages in their play, for example, she encourages children to think about what colour makes orange as they paint. Children successfully name 'yellow and red'. They go on to experiment in mixing different colours to try to make brown. As a result, children are confident and articulate. The childminder helps children to develop their early literacy and handwriting skills in preparation for starting school. For example, she encourages them to find the letters in their name on the alphabet poster and to write their name on their artwork. Alongside this, the childminder carefully extends children's interest in looking at shop signs in the village as they talk about them being 'open' and 'closed'.

Children have good opportunities to develop their physical skills, both inside and outside of the home. For example, they go on regular walks to feed the ducks at the nearby pond. The childminder skilfully encourages them 'to have a go' as they climb on the equipment at soft play and roll and catch the soft balls. Alongside this, they enjoy a range of activities to help to develop their hand to eye coordination and support their creative skills, such as holding paint brushes, using tools to cut the play dough and icing the cakes they have made. Children learn about counting through everyday activities, for example, as they build a farm the childminder asks them, 'how many animals do you have?' The children answer correctly and go on to confidently explain that they need scarecrows to stop the birds eating the seeds and flowers. Good use is made of local community groups, enabling children to socialise with others and develop their confidence. The childminder sensitively encourages them to hold hands with their friends during ring games. Consequently, children are developing the necessary skills needed for the next stage in their learning, such as school.

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

Children have clearly developed close relationships with the childminder and are happy and settled in her care. The childminder is friendly and attentive to the children. This supports children's emotional well-being and results in children who are active and motivated learners. This is evident as children remain engaged in activities for extended periods of time. The childminder gathers information about children's individual needs, likes and dislikes and keeps a record of this to refer to. This helps the childminder to make sure children make the move from home to her care with minimum disruption. Parents comment positively on how the childminder helps children to settle quickly. Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The conservatory is set up so children can mostly independently access a wide range of toys and activities. These are stored in low-level storage boxes or attractively set out on the floor and include those, which reflect positive images of difference and diversity. Many of these are labelled

with pictures as well as words to assist children in making even more informed, independent choices.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside daily, go for a walks to the nearby park and visit soft play centres. This helps children to develop an awareness of the importance of fresh air and exercise. Children's health is well promoted. They learn to manage their own personal hygiene, knowing when to wash their hands and learning how to use a tissue properly when blowing their noses. Parents provide children's meals and snacks. The childminder carefully reinforces the importance of having a healthy diet so children can grow and develop. Children are learning to keep themselves safe. For example, they learn about road safety, stopping to look and listen for traffic before crossing the road. They confidently explain to adults that they need to be careful with the play dough tools in case they hurt themselves. Children respond well to the childminder's calm and patient manner. She gives them her full attention, which builds their self-esteem and confidence. Children behave well because the childminder is a good role model, treating them with respect. They are polite and friendly and enjoy each other's company. The childminder supports children very well to develop the confidence and necessary skills they need as they move onto the next stage in their learning, such as nursery or school. For example, she encourages children to put on their own outdoor clothes and to share resources and take turns with their friends at toddler group.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are well protected. Safeguarding policies and procedures are implemented well to promote children's welfare. For example, the childminder undertakes robust risk assessments that cover all aspects of the provision both indoors and outdoors. This helps to minimise risks to children. Adult to child ratios are maintained at all times and children are effectively supervised to enhance their safety. The required checks have been completed on the adults in the home to make sure they are suitably vetted. There is a good range of policies and procedures in place that effectively underpin the childminder's practice to further enhance children's safety and well-being.

The childminder maintains her professional development and has completed basic training, including first aid and child protection. She also updates her knowledge through specific local authority courses and reading childcare publications. She is successful in her ability to effectively promote children's well-being and support their learning. She closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well matched to their individual needs. The childminder has a good understanding of her strengths and areas to develop and carefully reflects on her practice. She welcomes support and advice from the local authority advisory team. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. She has positively addressed the recommendations

made at her last inspection. For example, she has updated her knowledge of Local Safeguarding Children Boards procedures. This means that the quality of provision for children continually improves.

Partnerships with parents are strong and well established, with the childminder having cared for the same children for a number of years. The childminder has daily discussions with parents to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs used to record children's progress, together with an overview of where children are in their learning, help to keep parents well informed. Some minded children also attend other settings and, although the childminder talks to parents about what their children have been doing at nursery, she does not yet have robust arrangements in place to regularly liaise with the nursery staff about children's learning and progress. As a result, there is more to do to strengthen the relationship with the other settings children attend to ensure a more effective shared approach to children's progress is achieved.

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	305855
Local authority	Stockton on Tees
Inspection number	876762
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	17/12/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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