

Inspection date

Previous inspection date

19/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are motivated to learn because they enjoy a wide range of stimulating activities, matched to their individual interests and needs. This is because the childminder builds on their interests effectively.
- The childminder communicates with parents effectively. Ongoing communication means that the childminder and parents work together to meet the needs of the children.
- Children settle very 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 understanding of how she can improve her provision. She works well with the local authority and has clearly identified areas for development.

It is not yet good because

- Risk assessments are not sufficiently thorough to identify all potential hazards, particularly in the indoor play area.
- There is scope to enhance communication and language further by increasing opportunities for young children to learn through imitation and repeating words.

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 and the childminder's self-evaluation form.
- The inspector took into account written feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband in Iveston, County Durham. The home is close to local amenities, such as shops, primary schools and playgroups. The whole of the ground floor and a bathroom on the first floor are 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 two children on roll, of whom one is in the early years age group and attends on a part-time basis. The childminder provides care all year round from 7am 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:

- strengthen the process of risk assessments to ensure that they are thorough enough to identify all potential hazards in the indoor area.

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

- strengthen communication and language in the setting by using simple commentary of activities, in order to highlight vocabulary or language structures, which children can begin to imitate to develop their language further.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. They love exploring the play dough. Toddlers demonstrate good concentration as they use their fingers to make holes in the play dough. They focus intently, showing clear pleasure at the marks they make. They watch other children and start to show an interest in what they are doing. For example, after watching older children use play dough and scissors, toddlers pick them up and attempt to cut the play dough. The childminder supports the play well as she watches, giving children the time and the space to follow their own interests. She intervenes when necessary to demonstrate a new skill. This means that the childminder extends children's explorations and interests effectively. The childminder knows where children are in their learning because she observes children to find out what they have achieved and what they enjoy doing. Her observations and assessments are matched to the age-related expectations of the Early Years Foundation Stage. She plans stimulating activities for the children, which are based on the learning

needs identified in her observations. Consequently, all children in the setting make good progress in relation to their starting points.

The childminder generally demonstrates a good understanding of how to develop children's communication skills and she adapts her language to meet the needs of those in her care. She asks a range of simple questions, which children clearly understand and respond to. She understands the importance of talking to the children, so that they can extend their vocabulary further. When the childminder uses very simple phrases, toddlers respond well and attempt to imitate what she is saying. For example, when the childminder says 'red' as the child paints with a red brush, the child copies this. However, there are occasions when the childminder uses some quite long sentences. On these occasions, children do not imitate the key vocabulary because they are not as clearly identifiable in a longer sentence. The childminder plans a wide range of activities to support children's physical development. Toddlers have plenty of time to play in the garden and enjoy walking to different activities, often experimenting with different speeds. They learn how to manoeuvre different obstacles as they try to climb in and out of the sand pit. The childminder also supports the development of small muscle skills as she plans activities using paint rollers and water to make marks on the fences. This helps children to develop skills that support them in the next stage of their learning.

The childminder establishes good relationships with parents and ensures that her provision meets the needs of the families. Detailed verbal feedback at the end of the session means that parents know what their children have enjoyed that day and how they can support their children at home. Parents are also encouraged to share information about what children have enjoyed at home, which the childminder then complements and extends. As a result, the childminder has a full picture of children's interests, both at home and in the setting and plans effectively using these to support their future learning.

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

The childminder has an appropriate understanding of how she can support children's safety. However, due to a weakness in leadership and management, the safety of the children's play space in the indoor environment is not robust. Overall, children demonstrate that they feel safe with the childminder. They show a good awareness of safety as they learn how to leave the house safely in an emergency and remember to hold onto the pushchair when they are outside. Children behave well in the childminder's care. They learn to play alongside each other and begin to share resources together. These skills prepare children for the next stage in their learning.

The childminder has good bonds with the children. She is calm and cheerful and the children respond to this well. Parents' comment that their children are very happy and they love to see their children's expression when they arrive at the childminder's home. Toddlers demonstrate that they are clearly happy and settled in her care as they explore the environment and resources with great enthusiasm. This demonstrates that children are emotionally secure. The childminder responds to their individual care needs as she takes children out for a walk, so that they can have a sleep. The childminder has thought carefully about her procedures for settling children in. 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. This means that children settle into her home environment quickly. The childminder works with parents and schools to help children settle into their new classes when the time comes. This supports children's move to school and means that they are emotionally prepared for starting at school.

The childminder has a suitably organised playroom at the back of the house. Resources are stored in boxes, in order to support children's developing independence. Children can see what is in the boxes and access these resources independently. The childminder encourages independence as children begin to feed themselves and toddlers help the childminder as they put their feet out for their shoes. Children have access to fresh air throughout the session as they play in the childminder's garden and go out for walks. This means that children have plenty of time to engage in energetic play. Children have a good understanding of how they can keep themselves healthy as they enjoy fruit as a snack and have access to water throughout the day. Children wash their hands before meals, after using the toilet and after playing outside. 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. She has sufficient knowledge of her responsibilities in relation to safeguarding and has recently attended training. The childminder demonstrates a good understanding of the procedures to follow if she has a concern about a child in her care. Her policies are well organised and clear. Parents are asked to read the policies, so that they understand the procedures the childminder will follow. Children are generally kept safe because the childminder carries out daily checks indoors and outdoors. However, on the day of the inspection, a damaged storage box in the play area had not been removed, demonstrating that the ongoing risk assessments are not as effective as they could be in identifying this potential hazard. As a result, on this occasion, the childminder did not minimise hazards for children. Although, this is a breach of requirements for the Early Years Register and the Childcare Register, the childminder removed the box immediately, which shows that she has a good attitude towards taking immediate action to help ensure children's safety. Other risk assessments are effective and ensure all areas children come into contact with are safe. For example, doors are kept locked at all times and the garden is clear of hazards. The childminder has a valid first-aid certificate and shows a good understanding of how to deal with accidents and injuries.

Self-evaluation is good. The childminder has identified targets for development. She has a clear understanding of the strengths of her setting and takes the views of parents and children into account when evaluating her provision. The childminder demonstrates a commitment to professional development and has recently updated her first aid and safeguarding certificates. She has a good relationship with the local authority and acts upon any advice given. She monitors her provision to ensure that the seven areas of

learning are effectively covered. The childminder also uses her observations to monitor children's progress. As a result, she is able to identify areas where further support is needed.

The childminder has developed good partnerships with parents. Parents' comment that they are very happy with the provision that the childminder provides. The childminder has a professional relationship with the local school. She ensures that all necessary information is passed onto the school or parents. She also finds out how she can support children further in her setting. This demonstrates that the childminder works well with the school, in order to support children's individual needs.

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	EY423473
Local authority	Durham
Inspection number	926339
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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