

Inspection date	20/05/2014
Previous inspection date	26/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has a good knowledge and understanding of how to observe and assess children's progress and a strong awareness of how young children learn. This means that children make good progress through her effective teaching.
- Close relationships and attachments with the childminder ensure the children are happy and secure, and as a result, they feel safe and confident with her.
- The childminder understands her role and responsibility in regard to safeguarding children. This is further supported by her written policies and procedures and her knowledge of what to do if she has any concerns regarding a child in her care. All checks are completed and updated to ensure children are protected.
- Children's language development is given a very high priority. The childminder is confident in extending children's vocabulary and they enjoy favourite books together.

It is not yet outstanding because

- Opportunities for parents to share what their children do at home and to contribute to their children's learning and development are in their early stages and not yet fully developed.

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 practice and interaction between the childminder and children during play and at snack time. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures and the suitability of all adults within the home.
- The inspector examined the children's learning and development records and observation, planning and assessment procedures.

Inspector

Eileen Grimes

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Hordon, Peterlee in County Durham. The whole ground floor of the house, the bathroom on the first floor and the rear yard are used for childminding. The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- develop further links with parents to strengthen the partnership working so that children's learning is more aligned between their home and the childminding setting.

Inspection judgements

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

The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests. This helps children to progress well and develop good skills for their future learning, such as moving on to nursery or school. The childminder bases her practice on a secure understanding of how to promote the learning and development of young children. Her high expectations are formed through good knowledge of the children, which is gained through taking time to observe and assess their development. The childminder effectively identifies the next steps in their development and provides experiences accordingly. Activities place a high focus on the prime areas of learning, with good regard to the specific areas of learning. The childminder completes observations of children's achievements to carefully monitor their progress. This information is used to best effect in assessing the children's developmental points and what they need to learn next. This is the start of an ongoing process. Information from children's learning journals is used to complete assessments of their progress, which are shared with parents. However, at present, the system for parents contributing to these is not embedded so that children's learning benefits from a highly effective shared approach. The childminder has systems in place to complete the progress check for children between the ages of two and three years when appropriate. Children are supported strongly through routines and activities which encourage their independence and developing skills in readiness for school. This includes early writing and word recognition. This is extended as the childminder encourages children to get dressed themselves for nursery and offers constant praise and encouragement.

The childminder links her activities extensively to activities children have experienced in other groups, for example, nursery. This means children's learning is consolidated and continued. She effectively extends activities and themes. All children are able to confidently self-select resources and the childminder provides rich opportunities for them to explore and experiment freely. During child-led learning, the childminder knows when to engage with the children and when it is more appropriate to observe what is taking place. There is a positive balance of child-initiated play and adult-planned activities. When the childminder engages she extends learning through play-based interactions. For example, she encourages the children's language and communication during a creative activity as they decorate eggs. She uses expressive words, such as 'sparkle' and 'glittery'. She encourages the children to find and pick out different colours and shapes. Their finer movement skills are promoted as they carefully pick up the small pieces and glue them on the egg. Children's learning and free expression are enhanced as they independently create their own designs in art and craft and experiment with modelling materials. The childminder constantly talks to children at their level, giving opportunities to extend and challenge them with good questioning.

A wide range and variety of outings are a major part of the childminder's provision. She makes sure that all children gain from the experience. Visits to themed groups, for instance, a messy play group and trips to a farm, enhance their learning and exploration. Children's awareness and understanding of the wider world is promoted well. This includes learning about their own and each other's family and history. They visit the area and local shops, where they select and pay for items. Children are starting to develop a love of books as they enjoy spontaneous and planned story time. Drawing and writing resources are always available.

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

Children relate well to the childminder and develop close emotional attachments. They are confident and feel safe and secure with her. Children readily seek and receive her reassurance, which supports their well-being and promotes a smooth move from home into the childminder's care. Children settle well with the childminder, who provides plenty of cuddles, praise and encouragement. She uses good distraction techniques if they become upset or tired. The childminder is a good role model and positive use of consistent strategies and age- and stage-appropriate explanations provides children with a clear understanding of acceptable behaviour. The childminder encourages good manners and helps children to take care of their environment and resources by tidying up together when they have finished playing. Children interact well with the childminder and are developing their social skills as they learn to play more cooperatively with their peers. Trips to local groups provide further opportunities for children to mix and socialise with a wider peer group.

Children are acquiring the suitable attitudes and dispositions they need at school or for the next stage in learning. This is because there are generally strong links with parents, and the childminder has established effective partnerships with other providers, such as the groups and school, in relation to assuring the continuity and consistency of children's care.

The childminder is proactive in establishing secure, positive relationships with the children and their families. Each child's personality, likes and dislikes are fully respected and catered for. The childminder values their backgrounds and encourages them to value each other and celebrate their differences. Activities incorporate a range of religious and cultural festivals. The childminder encourages children to develop their communication and language skills. She ensures that activities are differentiated for the age and stage of each child, so that they are all able to join in and receive a good level of challenge. This means that the childminder is able to effectively meet each child's needs.

Children appear very comfortable in their surroundings and are becoming more aware of safety. They receive gentle reminders with clear explanations, for example, not to stand in a toy basket because they may fall and hurt themselves or break the toys. This practice supports the childminder's risk assessments and ensures children are aware of how to help to keep their environment safe. Children enjoy plenty of fresh air and exercise through regular walks and visits in the local community. They play on equipment at the park, or join in sessions at activity centres, local groups or the children's centre. In addition, they dance and exercise with the childminder. These opportunities help children to understand the importance of leading a healthy lifestyle. Children are encouraged to try healthy options, such as fruit for snack, and meals are served in a manner which supports good health. The childminder develops children's understanding of good hygiene practices as they discuss the signs around the home to remember to wash their hands before meals and to brush their teeth afterwards.

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

The childminder prioritises safeguarding to a good standard. She has completed safeguarding training and has a strong knowledge of her duty to protect children and the procedures to follow in the event of a concern about a child. All household members are suitably vetted. Thorough risk assessments, daily checks and robust routines ensure children's safety both in the home and on outings. Children's well-being is assured as they are supervised effectively. The home is secure and robust safety and security procedures ensure they are well protected. Required and additional policies and records are kept. Hazards to children are kept to a minimum. Furniture and resources are maintained well and are suitable for the children to use. All of this means that children are safe and secure in the childminder's care.

Partnerships with parents are, on the whole, effective. This ensures they are confident to leave children in the childminder's care. She has generally good communication with parents to ensure continuity of children's care, learning and development. For example, parents receive a regular verbal updates. Regular two-way sharing of information enhances parents' experience and extends children's learning. The childminder effectively implements the written policies and procedures that are in place. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. The childminder enhances partnerships with parents as she ensures they are fully informed about their child's care and her role and responsibility. Parents comment that the childminder knows the children in her care extremely well and that they are making good

progress. Effective partnerships with external agencies and other providers are well established, as the childminder shares children progress files and agrees aims and objectives to work together with the local nursery staff. This ensures continuity of learning and contributes to meeting children's needs.

The childminder's capacity to improve is reflected in her positive approach to addressing the actions raised at her last inspection. She has accessed support from the local authority, through other childminders in a support network and from the monitoring visit. This support has enabled her to implement procedures to record children's progress and to review record keeping, ensuring that risk assessments are updated and ratios are maintained, as well as practice issues of behaviour management and hygiene issues. She has started to complete a self-evaluation, which she acknowledges has had a significant impact on her practice.

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	313451
Local authority	Durham
Inspection number	963077
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26/11/2013
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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