

## Inspection date

Previous inspection date

18/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

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	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 quality of teaching is consistently good with some elements which are outstanding. As a result, children make very good progress and are active learners.
- Assessments are precise and the information gathered is used to inform planning. Consequently, the childminder demonstrates the capability to support children with special educational needs and/or disabilities, particularly those who are gifted and talented.
- Children are happy and content with the childminder. This is because settling-in procedures are robust and there are effective relationships with parents.
- The childminder has a clear understanding of the safeguarding and welfare requirements. This means children are kept safe and are protected from harm.

### It is not yet outstanding because

- There is scope to enhance the outdoor learning environment so that it stimulates children to further explore and investigate their surroundings.
- There is scope to further develop the systems for monitoring and evaluation, with regard to sharply focusing evaluation on the impact of training and subsequent practice on children.

## 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 the interactions between the childminder and children during play and care routines.
- The inspector toured the premises used by children during the inspection and observed children's activities.
- The inspector carried out a joint observation of children with the childminder and held a professional discussion.
- The inspector obtained the views of parents through questionnaires and daily diaries.
- The inspector looked at documents, including a selection of policies, children's assessment records and checked evidence of the childminder's suitability.

## Inspector

Michelle Lorains

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged three and eight years, in a house in Stockton. There is a dedicated playroom on the ground floor, the bathroom on the first floor and the rear garden is used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. The childminder cares for children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am 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:

- extend learning opportunities for children outdoors, for example, by providing a wider range of resources to encourage children to explore and investigate
- develop existing systems of monitoring practice further, for example, to assess the impact of any training undertaken on the levels of attainment for children.

## Inspection judgements

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

Children benefit from high quality teaching. The childminder successfully extends childrens self-chosen experiences and has a thorough understanding of how children learn. For example, a young child chooses to play with the coloured playdough and a variety of small tools. The childminder incorporates problem solving elements to this by encouraging her to sort the colours into different pots. This extends into making animals with the dough and the childminder uses a book with real life images into provide further discussion points. As a result, children are engaged and focused in their experiences. They develop small motor skills as they use the tools and learn how to retrieve information from books.

The childminder teaches children the skills they need for school as she uses opportunities to build on literacy and numeracy development through everyday practice. For example, the playroom displays number and print in every area and has a range of resources to support mark making. Children competently use pencils and whiteboard pens to draw pictures of crocodiles and ladybirds, which the childminder extends mathematically by

counting the legs and spots. Effective systems are in place to identify any gaps in learning and promote partnership working with schools. For example, the childminder uses tracking sheets which are shaded using the same colour schemes as schools. Children with special educational needs and/or disabilities or English as an additional language are well supported by the childminder. For example, the childminder demonstrates she is able to challenge children who are developing communication and language skills beyond the expected developmental stage for their age. She has built relationships with the local authority, which means appropriate support can be accessed in a timely manner.

Planning is stimulating and interesting for children. Consequently, they make good progress in relation to their starting points. This is because the childminder uses information gathered from parents and observations to assess children's learning and their individual areas of interest. Written summative assessments are provided to families which cover the seven areas of learning and the childminder completes a progress check for children between the ages of two and three years. Parents are supported to help children learn at home because the childminder provides information about the Early Years Foundation Stage and shares her knowledge of child development with them. As a result, children benefit from continuity of learning and are able to celebrate achievements with their family.

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

Children enjoy being with the childminder and have formed secure bonds with her. This is because the childminder interacts well with children and shows a kind, caring attitude towards them. As a result, children learn how to make positive relationships and grow in confidence. Settling-in procedures are effective and children benefit from visits with parents before they attend full sessions. This enables the childminder to get to know children well and provides families with opportunities to communicate specific care needs and routines. Consequently, the childminder recognises when children are tired and has a quiet place for them to rest with their comfort items.

The childminder teaches children how to keep themselves safe through appropriate discussions during experiences. For example, a young child talks about why small objects do not go in our mouths and has awareness of how to use resources safely. Children are well prepared for transitions and the childminder discusses their next steps with parents. For example, she discusses toilet training with parents of young children and ensures they are ready for this stage in their development. The childminder encourages children to be healthy by providing them with fruit for snack time and has discussions with parents about suitable packed lunches. Behaviour is managed positively as the childminder is a good role model for children. She encourages them to have good manners and praises them for their efforts.

The indoor environment is inviting and stimulating for children. The childminder encourages them to be independent and they benefit from resources which they can access freely. For example, boxes are clear and have labels on them which show print and pictures. There is a wide range of role play equipment, which children enjoy using imaginatively in the role of 'shopkeeper'. The outdoor learning environment provides

children with the opportunity to develop large physical skills, such as climbing and running. They use the watering can to make marks on the pathway and jump on the trampoline. However, there is scope to develop this provision further, by providing a wider range of resources to encourage children to explore and investigate.

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

The childminder has robust procedures in place to keep children safe and protect them from harm. She understands her responsibilities well and shares this with parents. For example, parents are provided with copies of safeguarding policies, which outline the childminders priorities for children in her care. Thorough risk assessments are carried out to keep the premises safe and secure. This means children can explore their surroundings comfortably. Children learn how to keep themselves safe and manage risk for themselves, which means they develop the confidence to try new things and persevere. For example, the childminder supports children to understand cause and effect by offering appropriate explanations, which they remember.

Clear systems for monitoring the education programmes for children mean that the childminder is able to identify gaps in learning and planning. There are established relationships with schools and the childminder is confident to access specialist support in order to meet the needs of all children. The childminder demonstrates she values parents contributions to children's learning and she uses diaries effectively to share information about children's care and development. Feedback is gathered from parents using the diaries and questionnaires in which they leave positive comments. Parents state they feel their children are safe and have made good progress since starting.

The childminder has attended a variety of training courses since registration, which have developed her skills for working with children. For example, she has certificates in first aid and attends short courses with the local authority to enhance her observation, planning and assessments for children. The childminder has begun the process of self-evaluation and has clear targets for improving her provision. However, there is scope to further develop systems for monitoring the impact of any training she has undertaken, on the quality of the learning experiences provided for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY452563
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	914347
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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