

Inspection date	20/06/2014
Previous inspection date	06/10/2008

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

- Children are cared for by a childminder who understands how young children learn and develop, which results in them making good progress.
- Children are settled and display a sense of belonging. They have formed close working relationships with the childminder, as a result of her caring approach.
- Good partnerships with parents aid continuity of care and support children's learning and development.
- The childminder ensures that children are safe in the setting by following effective procedures for promoting safety and welfare.

It is not yet outstanding because

- There is room to improve the availability of sensory and natural materials to support children's exploration and investigation skills.

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 activities in the living room and conservatory and viewed the facilities for outside play.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details and a sample of policies, risk assessments and safety procedures.
- The inspector talked to the childminder throughout the inspection.
- The inspector looked at children's observation and assessment files and planning documentation.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 1997 on the Early Years register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Loftus, near Saltburn-on-Sea. The ground floor is used for childminding. There is an enclosed rear outdoor play area. The family has a dog. The childminder attends childminding groups, play group and activities at the local library. She visits the local shops, woods and parks on a regular basis. She collects children from the local schools. There are currently two children on roll, both of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 9am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the environment further, for example, by providing natural and sensory resources for children to investigate and explore.

Inspection judgements

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

The childminder has a good understanding of how children learn through play. She builds on their interests and plans for their learning and progression. For example, she knows that the youngest children love cause and effect toys and she provides an array of these, which develop different skills. As a result, children are interested, excited and motivated to learn. The childminder interacts with children at their level and knows when to intervene to extend their learning and when to stand back and allow them to explore and investigate. She accesses play sessions and childminder groups in the community to complement the activities and experiences in her setting. This helps children to mix in larger groups and further develop social skills. She also makes good use of the local area, visiting local parks and woods on a regular basis, to extend children's understanding of the world around them.

The childminder acknowledges children's early attempts at language and supports them by repeating words back and narrating their play for them. Children listen attentively to her and respond to her very well and she in turn listens to them, smiling encouragement as they engage with her. She supports children's early language acquisition by linking words to actions and objects. For example, as children play with a wooden activity centre, moving the wooden pieces along the wires, she repeats words and phrases that link with their actions. 'Where is the fish? Have you got the fish? You are moving it along'. In this way children begin to develop an understanding of the way words link with their play. The childminder recognises the importance of focusing on the three prime areas of learning

with the youngest children and provides a variety of activities, experiences and resources which support these areas. The childminder has a good understanding of the skills children need to develop to be ready for school. She helps them develop the confidence to make the move with ease. For example, she regularly takes them to collect children from school, which supports their familiarity with it. Children who are collected from school talk about what they have been doing and this helps children to feel positive about it. In addition, the childminder supports children to develop independence and self-help skills, which will be valuable when they make the move from the setting.

Observations and assessments are completed and these show that children are making good progress towards the early learning goals. Assessments are accurate and are used to plan for next steps. The childminder discusses progress, activities and achievement with parents when they drop off and pick up their children. As a result, parents feel well informed and any concerns are shared and dealt with immediately. Parents are encouraged to share their children's learning at home and the childminder reinforces experiences and interests in the setting.

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

The childminder meets children's emotional and physical needs very well. Children smile, laugh and chatter as they spend time with her and she is attentive, warm and caring to them. She knows children well and instinctively knows how to help them feel safe. For example, when the inspector arrives she holds very young children close until they gain in confidence. Furthermore, she recognises individual emotional needs and plans activities and experiences to help children progress. Children who find it difficult to mix are taken to places where they come into contact with other children and adults and therefore, are less reliant on her. The childminder encourages them to become more independent by supporting them to spend longer and longer periods of time engaged with other children. Although the childminder effectively supports children to develop independence, she also responds quickly to their requests for support and gently reassures them if they become upset or frustrated at their inability to do things for themselves. Consequently, children develop very good bonds with her and they feel safe and secure in the setting.

Children's individual learning needs are consistently met by the childminder as she plays alongside them to help develop skills, with the right balance of encouragement and praise, which raises confidence and self-esteem. Children have access to a range of developmentally appropriate resources, which support all seven areas of learning inside and outside. However, children have fewer opportunities to explore natural materials to enhance their play and sensory development. Children have access to an enclosed outdoor space, where they can play and a variety of resources are available, which promotes outdoor learning. The childminder promotes children's physical well-being and helps them to develop an understanding of healthy lifestyles by providing them with healthy snacks and drinks. Main meals are provided by parents, who follow the healthy eating guidelines set out in the setting policy.

The childminder gathers information from parents about their children prior to them

starting in the setting. This includes information about care, learning and developmental needs. She uses this as a starting point to plan experiences, which children enjoy and are interested in. This gives the childminder time to get to know them and settle them in and helps them to make a smooth transition into the setting. The childminder has good links with schools and is kept up-to-date with what children are learning when she drops off and collects children. As a result, she is able to offer experiences, which complement and reinforce children's learning at school to support their progression. The childminder provides a safe environment for children to explore and investigate. She supervises closely and gently reminds them how to stay safe as they moving around the setting and use equipment and tools. As a result, children are aware of when to ask for help and are beginning to develop the skills to know what is unsafe to do. All children behave very well. They are considerate, respectful and polite to one another and the environment because the childminder acts as a good role model and has high expectations of their behaviour.

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

The childminder has a very good understanding of how to safeguard children, including how to recognise the signs and symptoms of abuse and the correct procedures to follow if she has a concern about a child. Risk assessments are in place and reviewed on an ongoing basis. As a result, children are kept safe in her care. The childminder's policies, procedures and records are up-to-date and are shared with parents. Observations of children and feedback from parents help the childminder make decisions about how to improve her provision and practice. Since the last inspection, the childminder has improved the use of information gained from observations to identify the next steps in children's learning.

The childminder has a good understanding of the learning and development requirements, how children learn and what she can do to support their learning. She attends training courses to help develop these skills further. For example, she is due to attend a course focusing on provision for two-year-old children and is enthusiastic about the difference this will make to her practice. Regular observations and assessments of progress inform weekly planning. However, the childminder recognises the need to be flexible and plans are adapted in response to children's needs, interests and events. As a result, children make good progress in their learning and development. The childminder has recently attended a training course to review practice and the Early Years Foundation Stage, which demonstrates her desire to improve her provision.

The childminder has a 'parents as partners' policy, which encourages parents to be fully involved in their children's learning. Parents receive information about their children's development as they drop off and pick up their children. As a result, partnerships with parents are good and children's learning and development is well supported. Parents are happy with the information they receive from the childminder and comment that they are delighted with the skills their children learn with the childminder. At present the childminder does not care for any children who require additional support. However, she talks confidently about the steps she would take if they were in her care and understands

the importance of working closely with parents and professionals. The childminder looks beyond her provision to access services within the community, which support children's learning and development. She has forged strong links with local schools, is an active member of childminder network groups and accesses local authority support. As a result, she keeps up-to-date with good practice and is able to improve her provision for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	312805
Local authority	Redcar & Cleveland
Inspection number	876915
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	06/10/2008
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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