

Inspection date	16/07/2014
Previous inspection date	19/09/2008

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 extends and develops children's language and communication in their play and in regular routines, such as song and story times. This means that children are making good progress in their communication skills.
- The childminder's home is secure and well organised and all documentation, including children's information, risk assessments, registers and suitability checks are accurate. As a result, children are kept safe.
- Self-evaluation identifies the strengths and weaknesses of the provision and as a result, the childminder implements change to further benefit the children. The childminder is fully committed to providing children with high-quality care and education.
- Parents are actively encouraged to share information about their children's learning and development at home. This supports continuity in care and learning.

It is not yet outstanding because

- Children's growing exploration and investigation skills are not always well promoted when children play outside.

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.
- The inspector 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 records of the suitability of all adults within the home.
- The inspector examined the children's learning and development records and the observation, planning and assessment procedures.

Inspector

Eileen Grimes

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, eight and three years in Hurworth, Darlington. The whole of the ground floor, two bedrooms, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends various activity and toddler groups. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently two children on roll, both 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 6pm, 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:

- review the outdoor learning environment and use it more effectively to maximise children's learning experiences, for example, by adding more resources to encourage investigation and exploration.

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 young children learn and of how to teach them. She plans flexibly, while skilfully matching opportunities to children's interests and their next developmental steps. Information obtained from parents before children begin attending the setting gives a good starting point for assessing what children know and can do. The childminder makes regular observations as children learn and she uses them to complete individual play plans. These plans look at what children could do next. Learning opportunities offer support, but also challenge learning at appropriate times, which aids good progress towards the early learning goals. Activities are planned to suit the needs and interests of the children that attend. The progress check for children aged between two and three years effectively monitors the development of younger children. These checks are shared with parents, to enable early intervention to be sought if necessary. Information from home is used very effectively to plan activities and the childminder completes accurate monitoring of children's development, which she shares with parents.

Children's communication and language development is well promoted. The childminder extends and develops children's language and communication in their play and in regular routines, such as song and story times. Younger children make sounds that are acknowledged and repeated, so that they are encouraged to try them again. For example, children are delighted at the sound that is made as they splash in the water. They laugh

as the childminder encourages them to try again. Children's interest in water is used to extend their learning as she encourages them to fill the tray from the tap in the garden using watering cans. She discusses with them how the tray is filling with water. She extends the learning as she introduces various items that float and introduce colours and shapes. This supports children to make good progress in their learning.

Children's development in literacy is well supported as books are readily available throughout the home. Children confidently choose books to read themselves or take them to the childminder to read to them. They independently point to their picture and name on their place mat and smile as the childminder reads it to them. This supports them in learning that print has meaning. Children count the stairs as they go up and down them and explore filling and emptying containers in the sand. A number line with the number and correct amount of corresponding dots further supports children's understanding of mathematical concepts. Counting in everyday situations gives meaning to numbers and helps children to make sense of what a number is. Children have many opportunities to dance to music and to explore different textures and media. This successfully develops their imaginative skills. Overall, children are gaining the necessary skills to support their future learning and prepare them for school.

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

Parents are warmly welcomed into the childminder's home and demonstrate that they are comfortable, as they take time to settle their children in before leaving them. Children develop confidence from these interactions between their parent and the childminder, which builds their confidence and self-esteem. The childminder is successful in making children feel secure and special. For example, she sings a familiar song from home as she changes their nappies. As the childminder tunes into and supports each child according to their personality and way of learning, she is successfully preparing them emotionally for learning. Children visit regular play sessions and she take children to and from school. This regular interaction with larger groups prepares children for their move to school.

Behaviour is good because there are boundaries and expectations that the children are aware of and are supported to respond to. Behaviour, independence and safety are closely linked, and consequently, children are aware of how to keep themselves safe. For example, when walking up and down stairs the children know to hold the childminder's hand. They understand the importance of sun safety as they talk about applying sun screen prior to playing outside. Children are taught to respect each other and the childminder quickly and successfully resolves any issues in a fair, but firm manner.

Children's good health is effectively promoted because the childminder follows very good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. The effective implementation of these routines helps children to learn about the importance of good hygiene. They readily adopt healthy lifestyles as they play outside regularly in the fresh air and enjoy a range of well-balanced meals and snacks. In this way they learn to make positive choices and understand the impact these have on their bodies. They develop good physical skills as they play outside in the water and bring water from one place to another. However, children do not have the same opportunities to

develop their growing sense of exploration or to encourage their active learning when they play outdoors, as they do inside.

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

The childminder has a sound knowledge and understanding of the safeguarding and welfare requirements and maintains all required documentation that helps to support children's safety and welfare. She is clear about her responsibility to safeguard children, has accessed training and knows what she must do if she has any concerns about a child's welfare. The childminder's home is secure and well organised so that children can move safely and confidently. She ensures that children understand how and why they need to keep themselves safe. All required documents, such as, risk assessments, registers and suitability checks are accurate. As a result, children are well safeguarded.

The childminder understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She positively embraces the involvement of parents in their children's learning and makes this integral to her practice. Accurate records of children's achievements inform clear next steps to support their progression. As a result of good parental involvement and the childminder's careful monitoring of the educational programmes children develop a positive attitude towards learning.

The childminder understands the importance of working in partnership with other early years providers. Self-evaluation is developing well. Improvements are identified and appropriate action is taken to address these, to further benefit the children. As targets are met, the childminder identifies her next priorities so that she is continually reflecting on the service that she provides. This, together with the personal development undertaken, shows that the childminder is fully committed to providing children with high-quality care and education. As a result, children make consistently good progress in their learning and development.

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	EY370758
Local authority	Darlington
Inspection number	925159
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	19/09/2008
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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