

<b>Inspection date</b>	02/07/2014
Previous inspection date	15/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children make good progress in their learning and development because the childminder provides them with a variety of interesting and enjoyable activities. As a result, children show good levels of concentration in their play.
- Partnerships with parents are good as the childminder actively involves them in their children's development by sharing their learning journey records and encouraging them to complement their learning at home.
- The childminder creates a warm and welcoming environment for the children. Therefore, children form positive relationships and develop secure attachments with their peers and the childminder.
- Children are safeguarded well because the childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented, which ensures a safe and secure environment for the children.

### **It is not yet outstanding because**

- Children have fewer opportunities to further develop their skills in using information technology.
- Opportunities for children to further develop their self-care skills and their understanding of good hygiene routines at mealtimes are not always fully promoted.

## 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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability.
- The inspector took account of the views of parents through written letters obtained by the childminder.

## Inspector

Rachel Enright

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child who works as her assistant, and two children in Roker, Sunderland. The whole of the ground floor, except the bedroom and rear yard are used for childminding purposes. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently 14 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am until 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:

- extend opportunities for children to further develop their skills in using information technology, for example, by providing access to computers and mechanical toys
- encourage children to further develop their self-care skills and their understanding of good hygiene practices, for example, by ensuring they wash their own hands before eating at mealtimes.

## Inspection judgements

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

The childminder successfully promotes the children's learning and development as she follows and extends their individual interests and needs. Children are provided with a good variety of interesting and enjoyable activities to cover all seven areas of learning. As a result, children concentrate for long periods of time because they are actively engaged and motivated in their play. For example, children are supported to develop their curiosity and critical thinking skills as they play a domino game with the childminder. The quality of teaching is good. Consequently, children make good progress overall in their learning and development, from their starting points. The childminder completes regular observations and assessments on the children and uses this information to highlight their achievements and identify the next steps in their learning. Individual learning journey records contain photographs and assess the children's ongoing progress in their learning and development. These demonstrate that the children are working well within the typical range of development expected for their age. Therefore, children are well supported for their future learning.

Children have access to a good variety of toys and resources to stimulate and encourage

them in their learning. However, there is room to increase opportunities for children to use their skills in information technology. The childminder interacts well with the children as she plays alongside them and offers them guidance and support. She listens carefully to the children, engages them in constant discussion and asks relevant questions throughout their activities. This effectively supports the children with their communication and language development. Children show an interest in books and listen well when the childminder reads stories to them. They point to the pictures in the book and talk about the people throughout the story. For example, the children recognise the different job roles of the characters by saying 'sweeping' and 'teaching'. This supports children's early literacy skills. The childminder promotes the children's mathematical development well as she encourages them to count, identify colours and fit shapes together as they play with jigsaws. Children thoroughly enjoy using their imagination and taking part in small world activities where they pretend the fairies are flying in the sky and hiding from the giant. The childminder places an emphasis on the children's physical development by providing them with daily opportunities for outdoor play and exercise. For example, the childminder attends daily community groups in the local area and plans regular outings to the park, soft play sessions, the museum and the beach. This successfully supports the children's personal, social and emotional development as they learn to mix with other children and adults, in a range of different environments. As a result, children are starting to develop an understanding of their wider community and increasing their self-confidence. During these community activities, the children have the opportunity to explore different cultures and festivals, such as Chinese New Year, Eid and Diwali. This effectively develops the children's knowledge and understanding of the world around them. Consequently, children are well supported to acquire the skills needed for the next stage in their learning.

The childminder completes the progress check for children between the ages of two and three years, and shares this information with parents. The childminder has established good relationships with parents as they share relevant information to ensure the children's individual needs are being met. She provides appropriate feedback at the end of each session, which ensures parents are well-informed about the children's learning and development. As a result, parents feel valued and respected.

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

The childminder creates a warm and welcoming environment for the children. They have formed positive relationships and developed secure attachments with their peers and the childminder, as they are happy and content. This effectively supports the children's all-round development and emotional well-being. The childminder is caring and sensitive to the children's individual needs as she offers them appropriate support and guidance when required. As the children move into the setting, they are well supported as the childminder works closely with the parents to share relevant information about the children, to ensure they feel comfortable and settled in her care. This is further promoted as the childminder has established good links with local primary schools to ensure that children are prepared for their future move on to the next stage in their learning.

Children's behaviour is managed effectively by the childminder as she uses a calm and consistent approach. She acts as a good role model as she reinforces appropriate

behaviour and provides the children with clear explanations. As a result, children understand the boundaries and expectations within the setting. The childminder uses constant praise and encouragement throughout the children's activities, which promotes positive behaviour and develops their self-esteem. Therefore, children behave well as they feel assured in their surroundings. The childminder talks about the importance of safety throughout the children's daily routines. For example, the children learn about road safety and understand they need to wear sun cream when it is hot outside.

The childminder encourages the children to be independent as they access their own resources, tidy up after activities and help with tasks during mealtimes. Children confidently manage their own personal needs. However, there is room to improve the opportunities at mealtimes for children, to further develop their self-care skills and their understanding of good hygiene routines, by ensuring they wash their own hands before eating. The childminder provides the children with a variety of balanced meals and snacks to support their understanding of a healthy diet and lifestyle. Children are provided with daily opportunities to be physically active and develop their coordination skills.

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

Children are safeguarded well as the childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported as the childminder and her assistant have attended relevant training in safeguarding, first aid and child safety. The childminder knows the procedures to follow if she has any concerns about children in her care, which ensures they are effectively protected. There are clear written policies and procedures in place and this information is shared with parents. The childminder completes health and safety checks on the indoor and outdoor environment to ensure they are safe and secure for the children. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder monitors and evaluates her provision to ensure the children are provided with enjoyable activities and educational programmes that cover all areas of learning. The childminder uses effective systems to monitor the practice of her assistant, to support her professional development. Self-evaluation is in place and the childminder can clearly identify her strengths and areas for future development. The childminder and her assistant strive to develop their practice and enhance future opportunities for the children. The childminder has worked extremely hard to address the actions and recommendations raised at the last inspection and following the monitoring visit undertaken in April 2014. For example, the childminder has increased her knowledge and understanding of the Early Years Foundation Stage. This has resulted in planning systems being improved to ensure children receive challenging learning experiences. In addition, the childminder shares relevant information about the children's learning and progress with parents so this can be complemented at home, and a better selection of resources are provided to support the children in their all-round development. This demonstrates the childminder has a good capacity to maintain continuous improvement. The childminder shows a commitment to her own professional development, by identifying her training needs. For example, she is

due to attend behaviour management training and has expressed an interest in completing a childcare qualification at level 3 to increase her skills, knowledge and understanding.

The childminder has established good partnerships with parents as they work together to ensure there is a shared approach to meet the children's individual needs. Parents are very complimentary about the childminder and the care she provides for the children. They make comments, such as 'I feel very relaxed going to work when I leave my child' and 'I would recommend the childminder to anyone who is looking for first class childcare'. The childminder has developed links with the local primary schools and other professionals to support future moves to other settings and ensures continuity in the children's learning. The childminder has contact with the local authority and works closely with other childminders in the local area to share ideas and discuss best practice. This further supports the children in their development and ensures they make good progress.

### **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>	501497
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	965791
<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>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/01/2014
<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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