

Inspection date

01/08/2014

Previous inspection date

06/09/2013

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 significantly improved the security of the premises since her last inspection and children are not able to leave the premises unsupervised. They are always in sight or hearing of the childminder. As a result, children are safe.
- Teaching is good because observations and assessment effectively identify children's next steps in learning to influence the planning of challenging, purposeful and enjoyable experiences for children that progress them to their maximum potential.
- Children enjoy warm, caring relationships with the childminder, who effectively supports their personal, social and emotional development.
- The childminder has developed effective partnerships with parents, the local school and nursery. This means that there is continuity of learning, which contributes to the good progress children make in their development.
- The childminder safeguards children and keeps them safe. This is because she understands the procedures for reporting child-protection concerns and she regularly checks her home to ensure she removes hazards to ensure children play safely.

It is not yet outstanding because

- The childminder does not fully embrace opportunities for children to extend their learning through exploring real and natural items, particularly in the indoor area.
- Children have fewer opportunities to be spontaneously imaginative because they do not always have independent access to props and resources that encourage role play.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journals, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Vivienne Dempsey

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 partner and adult child in a house in Marske, in Redcar. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, nature reserve, beach and parks on a regular basis. She collects children from the local schools and nursery. There are currently eight children on roll, of whom six are in the early years age range. She operates all year round from 7.30am to 5.30pm, 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:

- increase the range of freely available natural and real items to enhance children's exploration skills in the indoor area
- improve the opportunities for children to be spontaneously imaginative, for example, by providing a wider and easily accessible range of props and resources that encourage role play.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn. She provides interesting and challenging activities, which cover all of the areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for starting school or nursery. Individual learning journals are in place for all children. These include individual observations and plans for children's next steps in development. Planning is informal, but the childminder is aware of how this flexibility enables children to follow their own interests and make their own plans for play. The childminder works with parents to support children's learning from the start. Ongoing discussion ensures that parents remain involved and up to date about their child's progress. Parents are actively involved in their child's learning because the childminder talks to them about ideas and activities that they can implement at home. Links with other providers are also strong and fully support continuity in their learning and development.

Children show high levels of curiosity and enjoy exploring the world around them. They have great fun watering the plants they recently purchased at the local garden centre and confidently talk to each other about why the plants need water to grow. The childminder enhances their understanding further as she uses effective questioning to explore why the

water disappears in the sun and why they need to drink more water when it is hot. This encourages children to develop their thinking and learning. She gives them time to talk and think and she values their contributions. The childminder extends children's mathematical development by encouraging them to take an interest in numbers and develop their counting skills through routines of the day and spontaneous activities. For example, they enjoy counting the skittles as she stands them up to knock them down. They also count the number of cars they have and recognise numbers that are relevant to them, such as the corresponding number to their age. Children also have great fun blowing bubbles. The childminder uses their interest in bubbles to extend their mathematical language as she encourages children to describe the size of the bubbles, for example, big and small, lots and a few. However, opportunities for children to fully explore a wide range of natural and real items in the indoor area are not always available.

The childminder encourages children to talk about past events, such as visits to the local beach. They confidently talk about the shells and pebbles they found and the sand castles they had made. She also regularly takes children to the local library, where they join in with storytelling sessions and children excitedly choose their own books to bring back to the setting. Children enjoy having cuddles from the childminder as they share stories and they are eager to name the different characters. This encourages children to develop their early communication, language and literacy skills very well. However, opportunities for children to be more imaginative are not extended, as a wider range of props and resources that encourage role play are not always independently accessible. The childminder has a good knowledge of the progress check completed for children aged between two and three years. She understands its purpose and the need to share this with parents as it clearly identifies strengths and any areas where a child's progress may be less than expected in the prime areas of learning.

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

Children's emotional development is very well promoted because they have secure attachments with the childminder. They are treated with kindness and respect, benefiting from well-organised routines, which help them to feel secure and confident while in her care. The childminder works closely with parents and knows children's individual needs and routines very well. Children soon settle into her care because the childminder has effective systems to support this. Parents are invited to stay and play with their children for as long as required. This helps to promote a smooth move from home into the provision. Consequently, children are happy and relaxed in her care. The childminder helps children to behave well. She is gentle and positive, praising their good behaviour. She gently explains the consequences of children's actions and this helps them to quickly learn her expectations for good behaviour and to feel safe. The childminder promotes an inclusive environment where children flourish.

The childminder teaches children about the importance of making healthy choices. Parents provide all meals and she supplements these with healthy snacks. During meals, she discusses with children the benefits of eating well and how it helps them to grow healthy and strong. Through regular routines, such as hand washing, children are learning about their own personal care needs, health and hygiene. Children enjoy playing in the garden.

They go on walks and enjoy going to the local park. These activities enable children to enjoy the benefits of playing in the fresh air. These activities also encourage children to be active, which effectively promotes their physical development and understanding of leading a healthy lifestyle. Children learn about ways in which they can keep themselves safe. They know to hold hands on walks and understand the importance of adhering to good road safety procedures, so that they keep safe.

Children use a wide range of resources, which are organised in boxes and baskets, so that they can mostly access them with ease. As a result, children are able to generally make choices and decisions about their play and learning independently. Parents comment that they feel that their children are safe and secure and that the care they receive is 'simply outstanding'. They state that they are provided with a wide range of information about their child's progress and how they can support learning at home. As a result, children are prepared emotionally for the next stage in their learning.

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

The childminder has successfully addressed the actions and recommendations raised during her last inspection. Therefore, children are safe and secure and they are making good progress in their learning and development. Risk assessments are robust and the premises are secure. Regular checks throughout the day are undertaken and recorded to ensure doors are locked at all times and children cannot leave the premises unattended. The childminder is extremely vigilant and children are always in sight or hearing. Children are effectively safeguarded because the childminder demonstrates a very good knowledge and understanding of her role and responsibility with regards to protecting them. She regularly updates her safeguarding training and she has clear policies and procedures in place to support her. The childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage very well. All adults living on the premises have been checked to ensure their suitability. This further protects children.

The childminder evaluates and monitors her setting well. She consistently monitors children's ongoing learning, which makes certain that any gaps in development are identified and strategies are put in place to narrow any gaps. This ensures that children make good progress. The childminder uses self-evaluation, which enables her to effectively reflect on the service she provides and prioritise areas of practice she would like to develop further. This is supported by the views of both parents and children. This demonstrates the childminder's commitment to continually develop her service.

The childminder has effectively established partnerships with parents and other providers. She shares relevant information to support children's learning and development and provides consistency of care. There is an effective two-way flow of communication, enabling the childminder and parents to share information to ensure the changing needs of children are met. She also demonstrates that she is prepared to work closely with other professionals as necessary, so that children receive any additional support they may need.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	312738
Local authority	Redcar & Cleveland
Inspection number	963026
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	06/09/2013
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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