

Inspection date	02/09/2014
Previous inspection date	03/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder communicates with parents effectively. Ongoing communication means that the childminder and parents work together to meet the needs of children.
- Children have a very good understanding of how they can keep themselves safe in the setting. This means that they can highlight potential hazards and understand how they can minimise these.
- The childminder provides a home-from-home environment. This means that children settle very quickly into the setting and are happy in the childminder's care.
- Children enjoy their time with the childminder. This is because she knows the children well and plans activities to meet their interests and learning needs effectively.

It is not yet good because

- The childminder does not keep a record of complaints. This is a breach of requirements in relation to the Early Years Register and the Childcare Register.
- Children are not always able to engage in periods of uninterrupted play, in order for them to fully explore their own ideas and engage actively in their learning.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her adult child and 12-year-old child in Peterlee, County Durham. The home is close to local amenities, such as shops, primary schools and playgroups. The whole of the ground floor and a bathroom on the first floor are used for childminding purposes and there is an enclosed garden available for outdoor play. The family has a pet bird and cat. The childminder collects children from the local schools and pre-schools. There are currently seven children on roll, of whom two are in the early years age range and attend on a part-time basis. The childminder operates all year round, from 6.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of all complaints received and their outcome.

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

- strengthen teaching by increasing opportunities for children to engage actively in their learning by ensuring they have time and space to follow their own interests for extended periods of time.

Inspection judgements

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

Children enjoy a suitable range of interesting activities across the seven areas of learning. For example, they enjoy using paint and stampers to make marks on paper. The childminder understands how to promote children's play and learning and usually gives them time and space to explore things for themselves. However, there are times when the childminder interrupts the flow of play and learning to check understanding or to introduce new learning. For example, children enjoy exploring dried pasta, they are engrossed as they pick it up using their thumbs and fingers and different tools. However, children become easily distracted when the childminder introduces string to encourage threading or asks questions to check understanding. This reduces the time that children have to spend on uninterrupted play to explore their own ideas or extend their learning.

The childminder has a suitable understanding of where children are in their learning across the seven areas of learning. She observes children to find out what they have

achieved and what they enjoy doing. The childminder uses her observations to plan suitable activities for children. For example, she plans activities with tweezers to support children's developing small muscle skills. Her observations and assessments are matched to the Early Years Foundation Stage. As a result, children make steady progress. The childminder works well with parents. She shares information about children's learning with parents, which ensures that they have a good understanding of how they can support their child further. Regular feedback also helps parents to understand what their children have been doing. The childminder has a suitable relationship with schools and talks to teachers about how she can support children in her care. In addition, she encourages children to do their homework.

The childminder understands how to develop and extend children's communication skills. She models effective communication and sometimes comments on what children are doing. Young children speak confidently as they copy what other children are saying or ask for things themselves. This supports the development of language and communication. The childminder plans a range of activities, which are based on children's interests, to support their physical development. Activities, such as using tweezers or painting, support the development of small muscle skills. The childminder also ensures that children have time to be active as they go to the local parks and enjoy outdoor activities in the nearby woods. This means that they have plenty of opportunity to develop their large muscle skills and to learn about the world around them. Young children also learn about how to care for living things; despite being fascinated by a new kitten in the household, they begin to understand that they must sometimes leave the kitten to sleep. The childminder plans in a range of opportunities to develop their creative skills. Older children use open-ended resources, such as cardboard boxes, to create a range of different scenarios. Younger children enjoy activities, such as painting and dressing up. These activities encourage children to use their imagination and help them to develop skills, which prepare them for the next stage in their learning.

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

The childminder clearly enjoys caring for children and has a very good relationship with them. Children love being with the childminder and parents comment that she is always pleased to see the children. She is calm and caring and children relate very well to her. Children feel secure and enjoy frequent cuddles by the childminder. Parents comment that the childminder always goes out of her way to be flexible and accommodating. This supports children's emotional security. Children's behaviour is good as they are fully engaged in their activities. The childminder consistently reminds children of behavioural expectations. She calmly reminds older children that they need to listen to other children and herself. Children learn to play alongside each other and share resources. These skills prepare children well for the next stage in their learning.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that supports their overall well-being and care. The environment, generally, promotes children's independence as resources are stored in boxes, which are accessible to them. The childminder promotes children's good health and

self-care through routines and regular fresh air and exercise. For example, they visit the park and enjoy walks in the local woods. Younger children also enjoy visits to local soft play centres. This helps children to develop an awareness of the importance of fresh air and exercise. The childminder provides a range of home-cooked meals with plenty of fresh vegetables. She takes into account children's individual dietary needs as well as their likes and dislikes. Parents comment that she has encouraged their children to try new foods that they would not normally eat. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands after painting and before snack or meals.

Children have a good awareness of how they can keep themselves safe. They learn how to leave the home safely in the event of a fire and learn how to keep themselves safe outside too. Children also have a developing understanding of potential hazards and explain why they cannot play outside. Older children help to wash pots after painting and inform the childminder when a yoghurt pot cracks. This means that children understand how they can reduce hazards in the setting. The childminder helps children to settle-in by offering short visits, which she gradually extends. She talks to parents about children's normal daily routines, dietary needs and their personal care needs. Parents comment that their children settle-in quickly because the childminder goes out of her way to accommodate their individual needs. This ensures that she has the early information she needs about children's individual needs and personalities, to ease their move from home to her care. The childminder also helps children to settle into school. Children are already familiar with the school because they pick up other children with the childminder. The childminder talks to the children about who their teacher will be and the sort of activities they will do there. This eases the move into school or nursery.

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

The childminder has a suitable understanding of her responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. She has a good knowledge of her responsibilities in relation to safeguarding and ensures she attends training to update her knowledge. The childminder demonstrates a good understanding of the procedures to follow if she has a concern about a child in her care. Her policies are well organised and clear and most of the required records are in place. However, the childminder has not maintained a record of complaints or the actions taken. This is a breach of requirements of the Early Years Register and the Childcare Register. Risk assessments are effective and ensure that all areas children come into contact with are safe. For example, doors are kept locked at all times and the garden is clear of hazards. The childminder holds a valid first-aid certificate and demonstrates a good understanding of how she would deal with accidents and injuries.

Self-evaluation is satisfactory. The childminder has identified some areas for development and she is keen to attend training to improve her provision further. She has worked hard to address the actions raised at her last inspection and the two subsequent monitoring

visits. All necessary consents are in place and she keeps an accurate record of children's attendance. She also uses observations to identify next steps in children's learning. The childminder has a suitable relationship with the local authority and knows who to contact if she needs support. The childminder has a good overview of the Early Years Foundation Stage. She monitors children's progress and has a broad overview of their skills and abilities. This enables her to identify any areas of under achievement.

Partnerships with parents are good. Parents comment that they are very happy with the quality of care that the childminder provides. They value the support the childminder gives them and feels that they are well informed of activities their children have enjoyed in the setting. The childminder knows staff in the local schools well. She keeps up to date with events in school and attends these whenever possible. The childminder talks to teachers about how she can support children's learning and shares information about her assessments when they start. This demonstrates that the childminder works with the local school to meet the needs of the children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written record, for a period of three years, of complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. The record must include the outcome of the investigation and the action the provider took in response. (compulsory part of Childcare Register)
- keep a written record, for a period of three years, of complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. The record must include the outcome of the investigation and the action the provider took in response. (voluntary part of Childcare Register)

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	EY267910
Local authority	Durham
Inspection number	952335
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/09/2013
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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