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| Inspection date | 05/09/2014 |
| Previous inspection date | 23/08/2013 |

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| 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

- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- Children are happy and settled, they demonstrate a strong sense of belonging and enjoy loving and affectionate relationships with the childminder and assistant, which supports their well-being.
- Children are kept safe as the childminder has a good knowledge of safeguarding issues, a clear understanding of policies and procedures and completes risk assessments for her home and local outings.
- Partnerships with parents are good. This enables the childminder and parents to share purposeful information, which effectively supports children's development at the setting and home.

It is not yet outstanding because

- Children's understanding of healthy eating and the importance of making healthy choices is not maximised enough to effectively raise their understanding.

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 home.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and children's records.
- The inspector took account of the childminder's self-evaluation and improvement plan.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 12 years in the Murton area of Seaham in County Durham. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. She collects children from the local schools and pre-schools. There are currently eight children on roll, six 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 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- make the most of everyday opportunities to reinforce messages about making healthy choices to raise children's awareness of healthy eating.

Inspection judgements

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

Children make good progress because the childminder has a strong understanding of how they learn and develop. Her knowledge of child development ensures that children are supported very effectively, which helps them to be ready for school. The childminder has very clear plans in place to ensure that children make progress. She plans every three months for individual children and meets with her assistant once a week, to focus the planning for specific activities or children's interests. Regular observations of children's achievements are made and the childminder links these to the areas of learning. Parental input into planning is highly valued. The childminder asks them to complete a summary of what their children enjoy doing at home. This covers what their children are currently learning at home and asks them for suggestions about what the childminder can work on when they are in her care. This is then included into her plans. This frequent input from parents and her constant assessment of children's progress means that the childminder has a good understanding of each child's progress and effectively plans for their next steps.

Children benefit from a wide range of challenging activities that are tailored well to motivate, engage and meet the needs of all children. The quality of teaching is good and children learn through a balance of adult-led and child-initiated activities. Children's vocabulary is continuously extended through everyday activities. For example, children enjoy sharing books with each other and the childminder and assistant. The childminder asks children questions about what is happening in the pictures and names items on the

page. This leads to children repeating some words and they receive praise when they say a new word for the first time. The childminder uses props to encourage children's responses to stories and rhymes. For example, she uses a hand puppet and sings a familiar rhyme that includes counting and taking away one character. Children attempt to join in with the rhyme and the childminder pauses at intervals, so that they can fill in the gaps on their own. The childminder is flexible with her planning. Planned adult-led activities are quickly adjusted when children prefer to carry out something that they are interested in. For example, the childminder plans to do jigsaw puzzles with children. However, some children choose to thread beads onto laces. The childminder effectively adjusts her teaching, demonstrating her good understanding of each child's learning needs. She recalls what children were able to do last time and introduces some challenge to the activity by asking them to thread the beads in a pattern. This introduces talk about the colours of beads, the shapes and how many they have used. When children have successfully threaded a few onto their lace, the childminder introduces the language of size. Children enthusiastically talk about who has the biggest strand.

Partnerships with parents are promoted well. The childminder encourages parents to share information about their child in a variety of ways to ensure they are actively involved in their child's learning and development. An 'All About Me' form is completed upon entry, which ensures that children's individual needs are met effectively. Along with daily discussions, a diary is shared that informs parents about their child's day with the childminder and assistant. The childminder completes a progress summary every three months and sends it home for parents to see how their child is making progress. The childminder completes the progress check for children aged between two and three years to ensure that any early intervention needs are identified. She shares this with parents, which means that these strategies successfully keep parents informed and able to extend their children's learning away from the setting.

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

The childminder helps children to feel secure in her home with familiar routines. She supports children in the move to her care by offering settling-in visits based on the needs of the child and by working closely with parents. This helps children to form secure attachments with the childminder and assistant and fosters their emotional well-being. Consequently, children settle well. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. Clear boundaries are set for children, so that they know what is expected of them. In particular, they are all aware of when it is tidy up time and join in enthusiastically to clear the floor. The childminder gives children timely reminders about safety issues. For example, she asks what will happen if they throw the threading beads. Children immediately respond that they will get hurt. This results in children being able to talk about the dangers while their safety is promoted.

The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are of a good quality and easily accessible in the hallway and cupboard. This means that children can make their own choices while developing their

independence. The childminder is effective in promoting children's physical skills. For example, they have opportunities to run around in the garden and develop their coordination as they use equipment, such as wheeled toys. Regular visits to local parks give children the opportunity to use large equipment, such as the climbing frame and slide, where they develop their larger muscles. Visits are made to the community farm nearby, where children feed the chicks, ducks and wallabies with bread and vegetables. The childminder seeks to encourage and promote children's healthy lifestyles. For instance, she encourages children to wash their hands, using the sink in the downstairs cloakroom, as they prepare for snacks and meals. At snack time, the childminder and assistant talk to children about what they would like or what they think will be served. However, there are missed opportunities to talk about what is good for the children to raise their awareness about healthy eating. The childminder encourages children's self-care skills well. Children learn to put their own shoes and coats on and become independent in accessing the cloakroom.

The childminder makes use of toddler groups well. This broadens children's learning and successfully helps them to socialise with other children and adults away from the childminder's home. Children are emotionally well prepared for their move to school. They accompany the childminder to the local school to drop off and collect children and on Fridays, they stay for a meal at lunch time. This gets them used to the environment and some of the things they will do when they start to attend.

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

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, there has been significant progress. This drive for improvement means the childminder is continually improving the service she provides to ensure children's safety and protection and to support their achievements over time. Effective procedures are now in place to ensure both the safeguarding and welfare and the learning and development requirements are effectively met. The childminder has a secure understanding of how to protect children in her care. Consequently, appropriate checks on adults are carried out and the welfare of children is monitored closely. The childminder monitors the assistant's ongoing suitability by observing her in her work, she discusses future planning for individual children and passes on any information that she gains from training. The childminder demonstrates a clear knowledge and understanding of child-protection issues and she can implement appropriate procedures to protect children from possible harm. She ensures that her home is kept secure, so that no unwanted visitors can enter and children cannot leave the home unsupervised. This helps to ensure children are effectively safeguarded. Rigorous risk assessments ensure children can move and play safely within the childminder's home and are kept safe on outings. Good organisation ensures written documents contain all the required information, are well presented and readily accessible.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The educational programmes provide a wide range of challenging experiences that support children to make good progress towards the early learning goals. The monitoring of educational programmes is secure and ensures children

receive a broad and balanced curriculum. Assessment and tracking of children's progress is accurate and effectively identifies any delays or gaps in learning. As a result, the childminder is effective in meeting the needs of all children. The childminder has high expectations of all children and evaluates practice to identify areas for improvement. She has completed a written self-evaluation that identifies her strengths in practice and areas for future development. The childminder attends training courses and implements what she has learned into everyday practice. For example, she has attended courses on supporting communication and language in the home environment and play and training on understanding child-initiated learning. The new skills and knowledge are then used in practice to benefit children. All of the actions and the recommendation raised at the last inspection have been implemented. The childminder ensures that children are within sight of her or the assistant at all times. Ratios are strictly adhered to, so that children's safety and well-being are given priority. Time is set aside every afternoon for children to make their own choice about whether they play in the garden or stay inside for their activities.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. Written comments from parents suggest how much they value the childminder and are happy with the care and education she provides. They say that they get regular updates from the childminder and are confident that their child receives positive interaction during the day. They highly recommend the childminder and her assistant and state that they are both very approachable. They state that their children have blossomed into confident, happy children and have developed extremely well. The childminder is aware of liaising with local agencies and how children benefit from this collaborative working. All children are treated equally and benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities.

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 |
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| 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

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| Unique reference number | EY266104 |
| Local authority | Durham |
| Inspection number | 963179 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 23/08/2013 |
| 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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