

Inspection date	08/09/2014
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 across the seven areas of learning. This is because the childminder uses information gathered from observations to carefully plan children's next steps in their learning.
- The childminder has effective relationships with parents and settling-in procedures are robust. Consequently, children are happy and their behaviour is positive.
- Children are well prepared for their transitions, such as school and the next stages in their development. This has a positive impact on their emotional well-being.
- The childminder has a clear understanding of the safeguarding and welfare requirements. Therefore, children are kept safe and are protected from harm.
- The childminder demonstrates a commitment and drive to maintain high standards of practice through the use of development plans, and by accessing regular training to update her skills.

It is not yet outstanding because

- Highly successful strategies are not yet in place in order for parents to consistently add to children's learning, for example, information regarding their prior achievements does not form part of their starting point assessments.
- Children's understanding of the importance of healthy practices, such as personal hygiene and healthy eating, are not always best supported.

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 the interactions between the childminder and children during play and care routines.
- The inspector toured the premises used by children during the inspection and spoke to the childminder at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at documents, including a selection of policies, children's assessments records and checked evidence of the childminders suitability.
- The inspector obtained the views of parents through letters.

Inspector

Michelle Lorains

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child in a house in Yarm, Cleveland. The whole of the ground floor, bathroom and bedroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local community church. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. The childminder supports a number of children with special educational needs and/or disabilities. There are currently eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- build further on the strategies used to support parents to share information about, what their children know and can do when they first join the setting, in order to establish clearer starting points on which to base plans for children's future learning
- enhance opportunities for children to learn about the factors that contribute towards a healthy lifestyle, for example, by initiating discussions about the importance of hand washing and healthy eating.

Inspection judgements

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

The childminder has a thorough understanding of the learning and development requirements and the quality of teaching is good. Therefore, all children make good progress across the seven areas of learning. The childminder is skilled at extending children's self-chosen experiences and uses their areas of interest to enhance learning opportunities. For example, she encourages children to try new matching and sorting games using dress-up dolls and more challenging puzzles. This demonstrates the childminder has high expectations of children and as a result, they persevere to learn new skills. Babies are supported to make good progress in the prime areas of learning, particularly in the development of physical skills. The childminder ensures the environment enables them to access resources, such as, push-along toys and low furniture to pull themselves up with. Children benefit from the praise and words of support from the childminder and therefore, they are able to celebrate their achievements.

Children develop the skills they need for school as the childminder provides them with a wide range of resources that promote early literacy and numeracy skills. For example, children enjoy stacking lego bricks and the childminder extends this by encouraging them to think critically, asking 'how do you think you can make this taller?' and 'which one is the shortest?' Older children learn how to handle books and delight in re-telling their favourite stories to the childminder as she listens attentively. There are effective partnerships with local schools and a letter of recommendation from a headteacher, describes the childminders practice as 'pro-active in promoting a consistent approach to children's learning'. Consequently, other settings children attend are able to make a strong contribution to fully meeting their needs. The childminder has established links in the community, which enables her to access appropriate and timely interventions for children who may need further help, for example, where children have special educational needs and/or disabilities or English as an additional language.

The childminder has flexible planning in place for children, which takes into account their individual next steps in learning. This supports them to make the best possible progress. Information gathered from observations of children is used effectively to form assessments, which are shared with parents regularly. For example, the childminder provides parents with a written summary of children's development when they are aged between two and three years. This supports them to extend children's learning at home. However, strategies to engage parents in children's learning are not always highly successful. For example, the childminder does not use information collected from parents to contribute to children's baseline assessments. As a result, next steps in learning for children do not take into account valuable home learning and previous achievements. Learning journals are kept for every child, which provides parents with photographs of children during their experiences. Consequently children, benefit from continuity of learning through effective communication with other settings they attend.

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

Children benefit from being in a warm and caring environment with the childminder. As a result, they learn how to form positive relationships and have clear bonds with the childminder. Effective settling-in procedures enable the childminder, to get to know children well before they start. For example, families are encouraged to visit beforehand and provide information about how to meet children's needs, which the childminder collates in an 'all about me' section in their learning journal. Therefore, children have established individual routines, and the childminder is able to provide comfort to children using their favourite items from home if they become upset.

Behaviour is managed very positively and the childminder is a very good role model for children. During play, children are reminded to take care with small building bricks and encouraged to say please and thank you. Therefore, the environment is very calm and children are well mannered and polite. The childminder encourages children to keep themselves safe and stay within expected boundaries. For example, children are gently reminded about climbing on the furniture, and the childminder talks to them about being safe on the stairs as they walk up to use the toilet. Children are emotionally well prepared for their transitions and the next stages in their development, because the childminder

effectively communicates with parents to promote continuity of care. For example, the childminder ensures children are ready to begin toilet training and consistently follows the same reward strategies as parents. This has a positive impact on children's well-being.

Children develop confidence and independence with the childminder. This is because the environment is set up so children can access resources for themselves and the childminder provides recognition for all of their efforts. The childminder recognises the importance of fresh air, and exercise for children and they enjoy regular trips out of the setting in order to develop physical skills. Children benefit from sociable meal and snack times. For example, the childminder has set up 'foodie Friday' with a small group of childminders in her home. This provides children with opportunities to try new foods in a fun way. The childminder encourages children to wash their hands with soap and models how to do this effectively. However, opportunities to develop children's understanding of why it is important to have healthy and hygienic practices are missed. For example, by talking about germs during hand washing or how certain foods are healthier than others.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements. Therefore, children are kept safe and secure in her care. For example, there are clear procedures in place to report and record concerns about children's welfare. The childminder has robust risk assessments in place to ensure areas are suitable for children, which means they can explore their environment independently. The childminder has a certificate for paediatric first aid and procedures are in place, to follow in the event of an emergency. This ensures children can receive medical attention quickly if necessary.

Since the last inspection the childminder has been pro-active in making improvements to her practice and provision. For example, partnerships with schools are very effective and enable the childminder to share information about children successfully. The childminder has attended a variety of training courses, which have developed her skills to work with children, such as Early Years Foundation Stage training with the local authority and a recognised level three certificate in children's care, learning and development. The childminder monitors the education programmes successfully using tracking sheets to ensure the seven areas of learning are covered in breadth and depth. This has enabled her to focus on children's next steps in learning and develop methods of planning, which contributes to children's good progress. The childminder is confident to identify gaps in children's learning and has established links in order to access support from other professionals. For example, children who have special educational needs and/or disabilities benefit from multi-agency working and the childminder demonstrates a professional attitude by working alongside them, in order to fully meet children's needs.

The childminder is committed to improving outcomes for children, as she regularly reflects on her practice and makes changes which benefit children. For example, the childminder attends monthly meetings as part of a network of childminders to discuss training and new initiatives. Parents speak positively about the childminder and provide feedback in the form of letters. They describe the childminders home as 'safe, happy and friendly'. Other

families talk about how they are pleased with the progress their children have made and are happy with the range of 'interesting days out and exciting activities' their children participate in. This demonstrates the hard work of the childminder and the positive relationships she has built with the families and children who attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY331774
Local authority	Stockton on Tees
Inspection number	856993
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	01/10/2009
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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