

**Inspection date**

09/09/2014

Previous inspection date

10/11/2010

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 activities and outings which develop children's skills and knowledge.
- Children are very happy and settled in this homely and welcoming setting. They have good attachments to the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence as their emotional well-being is supported.
- Children's welfare and safety are promoted with success. The childminder ensures that children are safe in her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding.
- The childminder has developed effective partnerships with parents. Children's overall development is discussed in detail to ensure that their individual care needs are promoted.

**It is not yet outstanding because**

- Children's learning and enjoyment are not fully maximised through highly stimulating, sensory play experiences because they do not have access to a wide range of natural materials and resources for exploration.
- The childminder is not making the most of opportunities to maximise children's language skills through responding and repeating what children say in the correct way.

## 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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector looked at children's development records and planning documentation and a range of other records, policies and procedures.
- The inspector took into account the views of parents spoken to on the day and the written views of parents that the childminder has received.

**Inspector**  
Lynne Pope

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged six years, in the Catchgate area of County Durham. The whole ground floor of the house and the upstairs bathroom are used for childminding. There is an enclosed back yard available for outdoor play. The family has a dog and a guinea pig. The childminder collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, 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:

- increase the provision of natural materials and sensory resources, particularly for young children, so that they can explore using all of their senses
- make the most of opportunities to maximise the development of children's language skills through responding and repeating what children say in the correct way.

## 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 effectively, in order to successfully be ready for school. Parents complete a record of needs for their child when they start. The childminder uses this information, along with observations, to write an initial report to form a baseline assessment. This then feeds into accurate planning for the age and stage of each child's development. The childminder maintains a record of development for each child, where she notes observations over time. She uses this information to periodically write a summary of children's progress. This is shared with parents so that they can add their own comments and continue their child's learning at home. Consequently, parents have a good understanding of their children's learning.

Children are very settled with the childminder. They stay close to her side during activities as they use her as a secure base from which to explore independently. The childminder plans for and supports children in their language development from a young age. They look at books and she focuses on asking children what noises the animals make and makes the sounds herself. Children clearly enjoy communicating with the childminder,

babbling and pointing to what they can see. As children get older they start to say words and build sentences. However, the childminder does not always maximise their learning by repeating words that children say incorrectly, so that they learn the correct pronunciation. For example, she does not say 'banana', when children call it a 'nana'. The childminder has developed successful relationships with the nursery that some children attend. She discusses children's progress and they share what they are currently focusing on for children's development. The childminder makes full use of this sharing of information to provide continuity in children's learning. For example, while out for a walk in the local environment, she looks at early phonics building as they look for letters that children will recognise, particularly linked to their own names. The childminder values and supports children's interests in their play. For example, they start to engage in pretend play, emptying a toy box and sitting inside it, saying they are 'going to the supermarket'. When children ask to go into the back yard to play, she makes sure they can do this. She provides a bubble bucket and wands and helps children learn how to blow the bubbles.

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

Children are very settled with this warm and caring childminder as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure attachments with her. As a result, children's emotional well-being is securely supported. Effective settling-in procedures are in place, where children come and visit before they start. This results in a smooth move for children from their home to the childminder's care and they become familiar with her as their key person. The childminder has a very calm and consistent manner when caring for children. Their behaviour is good because she takes a consistent approach in managing it. For example, she talks to children and uses distraction to divert them to other activities. This means that children learn to share and play cooperatively within a safe environment. Children learn how to keep themselves safe and to recognise danger. For example, the childminder talks to them about why they should not stand on the hearth and what the consequences could be, such as falling and hurting themselves, to develop their understanding.

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 set out each day in the dining room and children make their own choices about what they want to play with. This develops their independence. The childminder provides some activities that involve children using their senses. In the back yard they play with cream that squirts out of a bottle. They search for the toy animals that get hidden in the cream and enjoy tasting the cream. However, sensory exploration does not extend to everyday resources that are provided for the children, such as natural materials that they can explore. The childminder provides a spacious indoor environment that promotes children's developing physical skills. Outside they push themselves round in a toy car and rock on a see-saw. Regular outings are made to the park and soft play centre, where children access large climbing equipment. This helps them learn how to control their larger muscle skills as they learn to climb. These activities help children learn how to move freely with pleasure and confidence in a range of ways. Children enjoy a range of healthy snacks and meals provided by the childminder. She raises their

awareness of healthy eating through discussion about what they would like to eat, and steers them in the right direction when they choose unhealthy foods. They visit the shops and the childminder talks to children about the foods that they like and explains that certain foods are better for them. Children's self-care skills develop well. At lunchtime the childminder encourages children from a young age to feed themselves, and plans show that in the past she has focused on children picking up their own feeder cup and having a drink, which has been successful.

In preparing children for the move on to school, the childminder ensures that they are confident in being around large groups of children by attending toddler group sessions. This helps children learn about the local community and refines and enhances their good social skills. Children become familiar with the school environment as they accompany the childminder to take and collect older children. The childminder has had coat hooks put up in her own home, with children's names on, to represent what will be at school, and talks to children about what will happen when they start to attend.

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

The childminder has a secure knowledge of both the learning and development and the safeguarding and welfare requirements. The childminder's arrangements for safeguarding are thorough, ensuring that children's welfare is consistently prioritised and promoted. The childminder is confident of the action to take should she have any concerns about a child's welfare and has all the required supporting policies in place. The home, garden and outings are risk assessed to make sure they are safe by identifying any potential hazards and minimising these through the implementation of effective safety measures. The childminder meets all the regulatory requirements, such as keeping records of children's details and holding public liability insurance.

The childminder demonstrates a secure understanding of the areas of learning and ensures her planning reflects children's needs and interests. There is a broad programme of activities offered, which enables the children to make good progress. Clear assessments, matched to the requirements of the Early Years Foundation Stage, mean that the childminder knows where each child is in their stage of learning and can identify if there are any delays or gaps that need to be addressed. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual strengths and weaknesses. Since the last inspection, the childminder has demonstrated her continuous drive for improvement through the changes that she has implemented. She has raised her awareness of how to provide good quality care, learning and development for children by attending and achieving a level 3 in childcare. She has also attended level 1 and 2 training in safeguarding. Self-evaluation has become a part of her practice. She has identified her strengths and areas for development in a written self-evaluation. Parents have been consulted through questionnaires for their views on her service and she has received very positive comments in return. She considers their contribution a very important part of her plan of improvement.

The childminder is fostering excellent relationships with parents. They share information

through daily conversations, text messages and progress reports. Discussions and 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 always know what their child has been involved in from the childminder. They have seen their children's development records and are confident about what to do should they have any concerns about the service. The childminder is fully aware of and is committed to working closely with other agencies to ensure children get the support they need to help them make progress. 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	<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. 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

<b>Unique reference number</b>	EY400052
<b>Local authority</b>	Durham
<b>Inspection number</b>	879373
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/11/2010
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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