

Inspection date

09/09/2014

Previous inspection date

09/10/2008

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

- Teaching is good. The childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make consistently good progress in their learning.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder regularly refreshes her knowledge and understanding to ensure this is accurate and current.
- Partnerships with parents are strong. This enables the childminder to support children effectively and ensure good quality of information is shared to promote their learning and development successfully.
- Children are provided with a warm, friendly and welcoming environment which ensures they form secure attachments and positive relationships with the childminder and her family.

It is not yet outstanding because

- Opportunities for children to explore a range of open-ended natural and textured resources, which encourage children to learn using all of their senses, are not always readily available.
- Displays and books do not yet include photographs of children's families, familiar events, favourite people and places of interest to further promote their conversations.

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 talked to the childminder and children at appropriate times during the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents through the letters provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2003. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and four children aged 20, 18, 13 and nine years, in the Hartburn area of Stockton-on-Tees. The whole of the ground floor of the house and the rear garden are used for childminding. The childminder attends toddler groups and activities within the local area. She visits the shops, park and library on a regular basis. She collects children from the local schools and pre-schools. There are currently 19 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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:

- expand opportunities for children to explore a wider range of natural materials and sensory experiences, for example, by introducing wooden pegs, spoons, pine cones, corks and boxes, enabling them to investigate different sounds and textures
- enhance opportunities to engage children in conversations about familiar people, events and places of interest, for example, by displaying pictures or photographs to further promote their language and communication skills and interaction with others.

Inspection judgements

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

The quality of teaching is good and on occasions exceptionally good. Children are effectively supported in their learning and development and are making good progress overall. This is because the childminder has a very good understanding of child development and implements effective teaching skills in her practice. The childminder gathers lots of important information from parents about their child's stage of development, their interests and abilities when they first start to attend. Detailed observations and assessments are undertaken, providing the childminder with a clear focus on how to support each child in their next steps of learning. She then plans play flexibly to support children individually in their development. For example, she ensures that young children have plenty of space to practise their walking and crawling skills.

The childminder skilfully questions children as they play, encouraging them to think. For

example, as children look at the sturdy board book she asks them to name the different animals and think about the sounds they make and the food they eat. Communication and language development is supported by the childminder as she carefully listens to the children and engages them in constant discussion throughout their activities. She sits on the floor with them, gives them lots of eye contact and repeats words back to them. The childminder takes photographs of children playing in her home and talks to them about these. However, displays and books do not yet include photographs of children's families, familiar events, places of interest and favourite people. This means their conversational skills are not always fully maximised. Children successfully roll the soft balls and proudly count to three with the gentle support of the childminder. They have easy access to a wide range of suitable resources, promoting their independence skills. However, the range of everyday objects available such as, spoons, pans, pine cones, corks and boxes, so young children can explore and investigate using all their senses are less easily accessible. The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. She is skilled at encouraging children to 'have a go'. Consequently, children learn to post the letters into the sorter and use the plastic knife correctly to cut the play food. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. Consequently, children gain many of the skills they need for future learning and the transition to school. Children's literacy is promoted well with a good selection of books being available for them, with even very young children learning to handle books carefully and correctly.

The childminder has built up highly effective partnership with parents. She spends time at the beginning and end of the day discussing their child's achievement and care needs. The childminder shares future planning and children's learning records with parents. They contribute to these with ideas and achievements from home. Parents comment that, 'my child has developed physically and mentally in the childminder's care' and that, 'everyday there are new words and new developments'. The childminder has implemented the progress check for children between the ages of two-and-three years, valuing the contributions parents make to this process.

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

Children are clearly very happy and settled, as the childminder provides a warm, welcoming and friendly environment. This supports children's emotional well-being and results in children who are confident, motivated and active learners. This is evident as they talk to visitors and involve them in their play. The childminder uses praise and encouragement to support children's good behaviour and children respond positively to this. For example, they smile widely as they are told how well they have done, as they independently use a spoon to eat their yogurt. This boosts their confidence and self-esteem.

Children's good health is promoted well by the childminder. They have regular opportunities for fresh air and exercise and the childminder implements effective daily routines. For example, children are able to access the well-resourced garden, have regular

walks to and from school and to parks. Parents provide healthy and nutritious meals, with the childminder talking to them about the good foods they are eating. Children learn about self-care skills, as they are encouraged to freely access their own drinks and feed themselves. The childminder constantly reminds children about the importance of drinking plenty to remain healthy and talks about needing to use umbrellas to shade them from the harmful rays of the sun. Through the childminder's good role modelling and gentle reminders children gain a good understanding of health and personal care issues such as, hand washing before meals and after nappy changing. Children play in a safe, clean and child-friendly home. Resources are plentiful and children can make independent choices about their play. Children have good opportunities to learn about keeping safe in the childminder's care. For example, they learn how to get on and off the sofa safely and regularly practise emergency evacuation procedures.

Children's well-being is enhanced through positive partnerships with parents. The childminder gathers information from parents at the start. For example, children's daily routines are recorded and she invites parents and children for settling-in sessions. This helps the childminder to gain a good understanding of their individual needs and helps children to feel secure in her care. Parents comment positively stating that, 'the childminder is warm and loving and always has the children's best interests at heart'. Parents also comment that they tackle issues such as, behaviour as a team. The childminder supports children's move to other settings well. For example, young children become familiar with other settings through discussions about school and as they accompany older children to school each day. In addition, they attend regular sessions at community groups, where they are able to further develop their confidence and socialise with their peers.

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

Children are effectively safeguarded as the childminder has a good understanding of her role in protecting children. She has completed recent training relating to safeguarding issues and is well-informed of the procedures to take should she be concerned about a child in her care. All of the adults in the household have undergone the required suitability checks. This helps to protect children while they are in her care. Children's safety in the home and on outings is promoted well. The childminder has completed risk assessments and uses appropriate safety equipment to ensure that identified risks are minimised, for example, using fireguards and cupboard locks. All documentation required to effectively safeguard children and support their welfare is in place and up-to-date, including children's details and consent forms.

There are effective systems in place for monitoring children's progress and the childminder demonstrates her ability to identify and address gaps in their learning. The childminder has a positive attitude towards developing her practice through attending regular training, reflecting on her practice and through sharing ideas with other childminders. She actively encourages parent's feedback to support her self-evaluation processes, valuing and acting upon their thoughts and views. This benefits the children and their families as she can tailor her service to meet their needs. She has positively addressed the recommendations

for her last inspection, further demonstrating her commitment to continually improve.

Partnerships with parents are very strong and they comment positively about how much their children enjoy spending time in the childminder's care. They state that, 'every level of the service offered by childminder has exceeded expectations' and 'the childminder is professional, flexible and will always try to accommodate our needs when she can'. The childminder shares important information with parents through daily diary sheets, text messages and regular conversations. Alongside this, she shares information about herself and her key policies and procedures. This means that parents are well-informed about the service she provides. The childminder understands the importance of working with other settings and professionals, if the need arises, in order to promote continuity in children's care and learning.

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	EY250653
Local authority	Stockton on Tees
Inspection number	860324
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	09/10/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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