

Inspection date	18/09/2014
Previous inspection date	08/07/2009

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

- The childminder provides a good and fun range of activities that interest and motivate children, both within her home and at local groups. As a result, children are keen to engage and are making good progress.
- The childminder has a good understanding of how to safeguard children. She knows the different signs and symptoms of abuse and fully understands her responsibility to protect children and act in their best interest.
- Effective partnerships between the childminder and parents means that the childminder has a good understanding of children's individual needs and parents are kept well informed about their child's ongoing progress and development.
- Children are happy and content, and have established good relationships with the childminder. Children benefit from the kind and caring way they are supported, which results in them feeling secure.

It is not yet outstanding because

- Children's awareness of safety is not always fully promoted to help them understand all aspects of keeping themselves safe, such as, fire safety.

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 viewed the premises, toys and equipment, and observed planned activities.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- 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 the suitability of all adult household members.
- The inspector took account of the views of parents provided in written form.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 14 and 11 years in a house in the Middleton St George area of Darlington. The childminder's parents have their own self-contained annex attached to the house. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8am to 6pm, 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:

- raise children's understanding about safety, for example, by practising the emergency evacuation procedure with all children to help raise their awareness of what to do in the event of an emergency.

Inspection judgements

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

The childminder is confident in her understanding of how children learn and develop. She provides children with a good range of fun activities that cover all areas of learning. She knows children and their families well. She works closely with parents to gather useful information about children's individual interests, preferences and abilities. This enables her to provide appropriate challenge through play activities, which in turn helps children make good progress in their learning and development. Individual learning journals are in place for all children; these include photographs and observations of them at play. These are used well by the childminder to plan activities which are based on the children's next steps in learning and interests. In addition, the childminder has carried out progress checks for children aged between two- and three-years. This helps to ensure that any gaps in young children's learning are identified and plans made to support their future learning.

The childminder encourages children to think and gives them time to answer her questions. For example, she asks them what piece they need next as they build the marble run. As a result, children carefully select the correct pieces turning them until they fit together. They enjoy rolling the marbles down the different sized chutes, with the childminder helping them to develop their counting skills as well as talking to them about different sizes and colours. The childminder sits with children and participates well with

them in their chosen activities, teaching them skills which will promote their overall development. For example, she encourages them to 'have a go' at moulding the play dough into different shapes. She introduces mathematical language, such as 'big' and 'small' as they roll out their sausages. Children are developing good physical skills. For example, they go for regular walks in the local environment, climb on the large equipment and run around in the local park. Children enjoy looking at a wide range of books with the childminder and make marks using the good range of crayons and pencils. The childminder provides many opportunities for the children to socialise with others in larger groups. Consequently, children are beginning to learn the necessary skills to prepare them for the next stage in their learning.

The childminder understands the importance of working closely in partnership with parents to support children's learning. Parents receive regular information about their children's progress through verbal feedback, text messaging and access to their child's individual learning journal. Parents comment that their children's 'speech has come on leaps and bounds'.

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

Children have clearly developed close relationships with the childminder and are happy and settled in her care. The childminder is friendly and attentive to the children. This supports their emotional well-being and results in children who are active and motivated learners. This is evident as they remain engaged in activities for extended periods of time. The childminder gathers information about children's individual needs, likes and dislikes and keeps a record of this to refer to. This helps the childminder to make sure children make the move from home, to her care with minimum upset. Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The dining room is set up so children can mostly independently access a wide range of toys and activities. These are stored in clear storage boxes and include those which reflect positive images of difference and diversity. Many of these are labelled with pictures as well as words to assist children in making even more informed, independent choices.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they go for daily walks and visit nearby parks. This helps children to develop an awareness of the importance of fresh air and exercise. Children's health is well promoted. They learn to manage their own personal hygiene, knowing when to wash their hands. Parents provide children's meals and snacks. The childminder carefully reinforces the importance of having a healthy diet so children can grow and develop. Overall, children are learning to keep themselves safe, for example, carefully explaining to adults that they need to look and listen for traffic before crossing the road. All necessary fire safety equipment is in place and regularly checked. The childminder has devised an evacuation plan to follow in the event of an emergency and is confident that she can follow this through quickly and safely. However, children are not fully aware of how to keep themselves safe in an emergency, such as, by practising the fire drill. Children respond well to the childminder's calm and patient manner. She gives them her full attention, which builds their self-esteem and confidence. Children behave

well because the childminder is a good role model, treating them with respect. The childminder supports children very well to develop the confidence and necessary skills they need as they move onto the next stage in their learning, such as, nursery or school. For example, she encourages children to fasten their own buttons on their polo shirts and to share resources and take turns with their friends at toddler group.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are well protected. Safeguarding policies and procedures are implemented well to promote children's welfare. The childminder is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. Children benefit from the childminder's commitment to ensuring that the premises are safe by using ongoing risk assessments for indoors and outings. For example, the childminder is not currently using her rear garden until it has been made safe. This helps to minimise risks to children. Adult to child ratios are maintained at all times and children are effectively supervised to enhance their safety. The required checks have been completed on the adults in the home to make sure they are suitably vetted. Overall, there is a good range of policies and procedures in place that effectively underpin the childminder's practice, to further enhance children's safety and well-being.

The childminder maintains her professional development and has completed basic training, including first aid and child protection. She also updates her knowledge through specific local authority courses and has strong links with other childminders. She is successful in her ability to effectively promote children's well-being and support their learning. She closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well-matched to their individual needs. The childminder has a good understanding of her strengths and areas to develop and carefully reflects on her practice. She welcomes support and advice from the local authority advisory team. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. She has positively addressed the recommendations made at her last inspection. This demonstrates the childminder's commitment to continually improve.

Partnerships with parents are strong and well established. The childminder has daily discussions with parents to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs used to record children's progress, together with an overview of where children are in their learning, help to keep parents well informed. The childminder fully understands the importance of sharing information and working in partnership with other early years providers to meet the needs of individual children. For example, she works closely with the nursery by involving herself in their activities and targets for children, such as, helping them to recognise their name and develop their hand grip.

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
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	300999
Local authority	Darlington
Inspection number	876647
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	08/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

