

Inspection date

Previous inspection date

30/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy and relaxed in the clean and welcoming setting. They develop positive relationships with the childminder, who is attentive and knows them well. This promotes children's sense of security and well-being well.
- Children enjoy a wide range of activities that have breadth and depth across the seven areas of learning. This helps them to make good progress in their learning and development.
- Partnerships with parents are good. The childminder works closely with parents to ensure that relevant information is shared and that the individual needs of the children are met well.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- The childminder does not enhance children's developing understanding of healthy lifestyles by planning further activities to help them to have a more in-depth understanding of the importance of healthy foods and exercise.
- Occasionally, the childminder does not give children sufficient time to think about their responses, in order to develop their critical thinking skills.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning and development records, a selection of policies and children's records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability of adult household members.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and a child aged 14 years in Thornaby, Stockton-on-Tees. The whole of the ground floor of the childminder's house is used for childminding. She collects children from the local schools. There are currently four children on roll, three 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 7.30am to 5.30pm, 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:

- provide further opportunities for children to develop their critical thinking skills by, for example, by giving them more time to think about their responses to questions
- provide further opportunities for children to develop their understanding of healthy lifestyles through planned activities.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children develop and the areas of learning. She responds effectively to children's emerging needs and interests and plans an appropriate range of adult-led and child-initiated activities. For example, she follows children's interest in pouring sand by providing different coloured rice with a variety of scoops and beakers for them to explore. The childminder regularly completes well-written observations of the children's progress. These are linked to the areas of learning and include children's next steps in learning. This means that the childminder is able to plan activities based on children's individual stage of development. In addition, the childminder ensures that children are making progress as she regularly completes tracking sheets, which link to the child's age and stage of development. The childminder also completes detailed progress checks for children aged between two and three years, which she shares with parents. Through these approaches, the childminder is able to quickly identify and address any gaps in children's learning. As a result, children develop the key skills needed for the next steps in their learning and are progressing well towards the early learning goals.

Children's communication skills are developing well. This is because the childminder sits on the floor with the children and fully engages in their play. She provides commentary on

what they are doing, modelling language and asking questions to extend their vocabulary. For example, as children explore coloured rice, she encourages them to name the colours and to describe how it feels. She introduces words, such as big and little, into their play and they show their understanding as they repeat words, for example, 'hard' after her. However, on occasion, she does not give children sufficient time to think about and respond to her questions. This means that, at times, she is not able to make the most of opportunities to further develop children's critical thinking skills. The educational programme provides depth and breadth across all areas of learning. The childminder provides a good range of challenging activities, which interest children and promote their enthusiasm for learning. The childminder supports children well to develop their early mathematical skills. For example, as they play, she encourages them to count how many pieces of cake they have and how many scoops of rice they have filled. Children have good opportunities to be creative through planned activities, such as painting, sticking and gluing, alongside a wide range of role play. For example, children use sheets to make dens and play with a wide range of resources, which allow them to re-enact everyday activities, such as making cups of tea. The childminder extends children's hand-to-eye coordination well. For example, she provides them with various sized funnels and scoops to encourage them to fill and pour. Overall, children are making good progress and developing the skills they need for their future learning at nursery or school.

The childminder has good relationships with parents. Parents contribute to the assessments of children's starting points and the childminder sends home their learning journals on a regular basis. Parents are encouraged to write comments and to add any notes about areas that they feel she could develop further with their children. This helps to promote consistency for children and means that parents are fully involved in their child's learning.

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

Children are happy and relaxed in the childminder's home. They settle well because the childminder takes time to find out about their interests and routines. For example, information is exchanged with parents prior and during settling-in sessions about children's dietary needs, allergies and what they enjoy. This helps to ensure consistency of care and makes the move from home into the childminder's care a smooth process. Children display confidence in their surroundings as they are eager to play. They confidently approach visitors and the childminder to join in with their play. This supports their emotional well-being well.

The childminder provides a warm, welcoming and well-resourced environment for children to play and learn. Resources are stored in clearly labelled, low-level boxes and the walls display examples of the children's work and a variety of posters to aid learning, such as number lines. This helps children to develop a strong sense of belonging in the childminder's care. The childminder acts as a good role model for children and uses a consistent approach to managing their behaviour. This includes discussion with children and praising positive behaviour. Children attend a wide range of groups where they are able to socialise with their peers. In addition, the childminder has a good understanding of

the importance of helping children to develop their self-care skills and independence, for example, putting on their own shoes and peeling their fruit at snack time. This helps to prepare children for their move to nursery or school.

The childminder supports children well to develop an awareness of how to keep safe. For example, she sensitively reminds them to sit properly on chairs, so they do not fall. In addition, they practise regular fire drills and road safety to further contribute to their understanding of keeping themselves safe. Children's good health is promoted through consistent daily routines. For example, children wash their hands prior to eating and use individual handtowels to reduce the risk of cross-infection. They benefit from fresh air because the childminder ensures that they have daily opportunities to play in the garden or go on outings in the local community. Meals are provided by parents, however, the childminder provides children with regular drinks and snacks of fresh fruit to further support their good health. Children show they are developing an understanding of healthy lifestyles as they comment, 'bye bye germs' as they wash their hands. However, there is scope for the childminder to build on this understanding by providing further planned activities to help children to begin to develop a more in-depth understanding of the importance of healthy foods and exercise.

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

Children's safety is promoted well because the childminder has a good understanding of the safeguarding and welfare requirements. She uses effective risk assessments for her home and outings, alongside appropriate safety equipment and procedures. This helps to minimise the hazards and maintain a safe environment for children. The childminder has completed safeguarding training and as a result, she has a secure understanding of the signs and symptoms that would alert her to any child-protection issues. In addition, she is confident about the action to take if she had a concern about a child in her care. The childminder also has a clear written safeguarding policy, which also includes guidance on the use of mobile telephones and cameras. The childminder organises her documentation well. All legally required documentation to safeguard children is in place. This includes accident and medication records and children's details.

The childminder demonstrates a positive attitude towards developing her practice. She has attended relevant training, such as 'what it is like to be two' and is currently studying for an early years qualification at level 3. This helps her to develop her understanding of good quality childcare. In addition, she works closely with her early years advisor and other childminders to share good practice and ideas. The childminder monitors her own practice through obtaining feedback from parents to identify her own strengths and areas for improvement and completing the Ofsted self-evaluation form. Consequently, she shows a good capacity to improve. The childminder demonstrates a good understanding of observation and assessment and uses this well to provide children with a wide range of activities that cover all areas of learning. As a result, children are motivated and learning meets their individual needs.

Children benefit from effective partnerships between the childminder and their parents.

This is supported through parents written comments, which indicate that they are pleased with the service and care she provides for their children. A good range of information, including the childminder's policies and procedures, is shared with parents prior to their children starting in the childminder's care. This means that parents are well informed about how the childminder works. Ongoing communication is successfully achieved through daily conversations. This means that the childminder and parents can work closely together to promote continuity for children. Although, no children currently attend any other settings, the childminder has a good understanding of the importance of working closely with other providers of the Early Years Foundation Stage.

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	EY464209
Local authority	Stockton on Tees
Inspection number	966395
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	not applicable
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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