

Inspection date	02/10/2014
Previous inspection date	03/12/2010

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

- The childminder has a good understanding of her responsibilities and the procedures for the protection of children and regularly refreshes her knowledge by attendance at briefings and training courses. Robust safeguarding procedures are followed ensuring children are kept safe.
- The childminder has a good understanding of the Learning and development requirements and provides a good balance of adult-led and child-initiated activities which stimulate children and encourage them in the learning process.
- The childminder has developed warm and trusting relationships with the children, which helps them to feel safe, secure and supports their emotional and physical well-being.
- The childminder provides a broad range of activities which are purposeful and are developmentally appropriate for the children in her care. This helps to ensure that children are motivated and interested in their play and learning.
- Partnerships with parents are well embedded and successful and ensures a co-ordinated approach to childrens' care and learning.

It is not yet outstanding because

- Younger children are not always given the opportunity to be as independent as possible. For example, they are not always given the opportunity to clear the table or serve themselves with drinks at snack time.

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 activities in the indoor and outdoor environment.
- The inspector discussed an activity undertaken during the inspection, with the childminder.
- The inspector spoke to the childminder at suitable times, throughout the inspection.
- The inspector looked at children's assessment files and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector was able to meet with one carer on the day and took account of parents views provided in letters.

Inspector

Trish Potts

Full report

Information about the setting

The childminder has been registered since 2009. She lives in the Seaburn area of Sunderland with her husband and three children. The childminder also keeps pets. The house is situated within easy distance of local amenities including schools, parks, the beach, shops, playgroup and soft play centres. The whole of the ground floor is used for childminding purposes as well as the bathroom on the first floor. There is also an enclosed rear garden available for outdoor play. The childminder is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. There are currently 17 children on roll, nine of whom are in the early years range. Children are cared for between the hours of 7.30am and 6pm each weekday, all year round.

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 learn a sense of responsibility and further develop their independence, for example, by encouraging them to tidy up after themselves and pouring their own drinks.

Inspection judgements

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

The childminder is a knowledgeable and enthusiastic childcare practitioner. She has a comprehensive understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder has been caring for children for five years and they are happy and settled in her care. She works closely with parents from the start to support children's learning. She gathers information from them about what their children are interested in and what they can do at home. Alongside this, she uses her own initial observations to identify children's starting points. Individual learning journals are in place for all children; these include examples of children's work, photographs and observations of them at play. The childminder links these to the seven areas of learning and uses them effectively to identify the next steps in children's learning and assess their progress. Children are well stimulated in this welcoming and supportive environment, ensuring they feel comfortable and confident. The childminder is well informed by parents and has built up very strong relationships with them. She gains information from the children's school and nursery to support children's learning. This provides a good basis for children to engage in effective learning and to make good progress towards the early learning goals.

The childminder supports and encourages children's good physical development, providing opportunities for children to play outdoors on a daily basis. The childminder has a good understanding about how children learn through play and exploration. She has organised her home so that children can make free choices from activities which are easily

accessible. This allows children to choose activities according to their interests. The childminder is skilful in knowing when to allow children to play independently and when to intervene to enhance play. For example, by suggesting additional resources to enhance the activity or by chatting to children and showing interest in their play. As a result, children show sustained interest and concentration on activities and are gaining skills in readiness for their next stage in learning.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check for children between the ages of two and three years. Checks for several children have been completed in co-operation with parents who receive a copy of the completed document. Parents comment that they are happy with the progress their children make in their learning and development and that they are actively involved in their children's learning. Consequently, children make very good progress in relation to their developmental starting points. The childminder supports inclusive practice and although she is not currently caring for any children with special educational needs, disabilities or English as an additional language, she demonstrates a willingness to do so. She is also aware that all children have their individual needs and she makes every attempt to meet these needs.

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

The childminder's home is a bright, warm and welcoming environment with displays of colourful posters and examples of children's work. This helps to promote children's self-esteem and helps to develop a sense of belonging for the children. The toy room and outdoor area are set up so children can independently access a wide range of toys and activities. The childminder promotes children's good health and well-being. The children have access to the outdoor area every day, enabling them to be physically active on a range of equipment and to benefit from fresh air. The childminder holds regular emergency fire drills, which teaches children how to evacuate the home in the event of an emergency and keep themselves safe. High standards of hygiene are maintained throughout all childminding areas. The childminder supports children in learning about simple personal hygiene. For example, she encourages and supports children in washing their own hands. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. The childminder gains information on children's dietary needs and provides healthy nutritious snacks and drinks. Equipment, such as, books, puzzles and games and role play toys are reflective of a variety of cultures and abilities. There is a very wide range of activities which are suitable for children of various stages of development and resources are rotated according to children's interests and needs.

The childminder has a calm and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and modelling good manners. Consequently, children behave well, recognising boundaries and responding to expectations. The childminder plans activities to encourage sharing and turn taking so that she can support children to play alongside others and develop their confidence in groups. This helps the

children when they move on to nursery or school. Children are learning skills to promote their independence. For example, younger children cooperate when having their nappies changed and are beginning to feed themselves. Older children can independently care for themselves in the bathroom. These skills prepare children well for the next stage in their learning. However, at times, some opportunities for children to learn a sense of responsibility and additional independence are missed, for example, younger children are not always encouraged to tidy up after themselves and are not always provided with the opportunity to pour their own drinks.

The childminder has a good understanding of her responsibilities and the procedures for the protection of children and regularly refreshes her knowledge by attendance at briefings and training courses. Robust procedures are followed ensuring children are kept safe. The childminder has a current paediatric first-aid qualification which is updated every three years. Children are further safeguarded as the childminder's home is safe and secure and doors are locked at all times. Visitors can only access the home if allowed to enter by the childminder. All visitors must be signed in and out of the childminder's home when minded children are present. The childminder carries out visual risk assessments on a daily basis to minimise any risk to children and adults. This ensures that all reasonable steps are taken to protect children.

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

The childminder is well organised in her home and has detailed policies and procedures which underpin her good practice. She has a good understanding of her responsibility regarding the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage and meets them well. Her self evaluation form demonstrates her ability to evaluate her practice and she is keen to take note of parent's and children's comments in order to continually improve her practice. The childminder also accesses advice from her local authority officer to help ensure she is kept up-to-date with local and national developments. Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and knows who to contact should she have any concerns. Children are further safeguarded as the childminder's home is safe and secure.

The childminder understands the requirements of the Early Years Foundation Stage and demonstrates an understanding of the importance of supporting children's learning according to their school and nursery topics. As a result, children have a more consistent approach to their learning needs. The childminder assesses and updates children's individual development records on a regular basis. These records are very comprehensive and reflect each child's achievements. They include assessments of children's abilities and next steps to encourage further development and to help children to progress towards the early learning goals. The childminder monitors children's progress closely and liaises with parents to ensure they work together to meet children's learning needs. The childminder has established very strong partnerships with parents. She has set up effective systems to share information on a daily basis and keeps parents informed of any events which may

affect them or their children. Parents have access to policies and procedures which helps them to understand the childminder's responsibilities as a professional childcarer. The childminder recognises the importance of keeping up-to-date with training in order to inform her practice and has attended a range of training courses to support her practice. This helps to enhance the child minder's performance in providing a welcoming, safe and stimulating environment for the children in her care. It also demonstrates to parents, her commitment to them and their children.

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	EY401124
Local authority	Sunderland
Inspection number	879414
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	03/12/2010
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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