

Inspection date	07/10/2014
Previous inspection date	16/06/2010

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

- The quality of teaching is good because the childminder provides a wide variety of stimulating and challenging experiences based on children's individual interests. As a result, children are making good progress in their learning and development.
- The childminder has established good partnerships with parents and local primary schools to ensure children are prepared for the next stage in their learning. This effectively promotes children's emotional well-being.
- Children are provided with a warm, friendly and welcoming environment, which ensures they form secure attachments and develop positive relationships with the childminder and her family.
- The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented effectively to ensure the children are well protected.

It is not yet outstanding because

- The outdoor environment is not consistently rich in print to help children further develop their early reading skills and interest in the meaning of words.
- Everyday activities, such as mealtimes, are not always used to provide opportunities for children to further develop their independence 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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability of all adults in the household.
- The inspector took account of the views of parents through written questionnaires obtained by the childminder.

Inspector

Rachel Enright

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Chester le Street, County Durham. The childminder has four assistants who sometimes work with her. The whole of the ground floor and rear garden are used for childminding purposes. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently 25 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am until 7pm, Monday to Friday, for 46 weeks of the year. The childminder has a childcare qualification at level 2.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to begin to understand that print carries meaning, for example, by using words, signs and numbers within the outdoor environment
- encourage children to further develop their independence skills during mealtimes, for example, by allowing them to pour their own drinks.

Inspection judgements

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

The childminder is enthusiastic and passionate about her work. The quality of teaching is good as the childminder has a good understanding of how children learn. She successfully promotes their development across all seven areas. She effectively follows and extends children's individual needs and interests, which supports their future learning. The childminder provides children with a wide variety of stimulating and challenging activities to ensure they are actively engaged and motivated in their learning. For example, children show high levels of concentration as they make play dough with the childminder. They develop their problem-solving and critical-thinking skills as they explore the different ingredients and watch as the mixture changes during the cooking process. As a result, children make good progress overall in their learning and development from their starting points. The childminder completes regular observations and assessments on the children to recognise their achievements and identify the next steps in their learning. Alongside these, photographs and examples of children's own work are collated in individual learning journey records. The childminder regularly assesses children's ongoing progress by completing tracking sheet documents. These demonstrate that the children are working well within the typical range of development expected for their age.

Children have access to a good range of resources, which are appropriately labelled and easily accessible to enable them to participate in purposeful play. The childminder effectively supports children's physical development and encourages them to explore, investigate and take appropriate risks. For example, children enjoy playing in the soft play area and have access to an excellent outdoor area with a selection of natural and open-ended resources. However, children have fewer opportunities to further develop their early reading skills and interest in the meaning of words as the outdoor environment is not consistently rich in print. Children's communication and language skills are promoted extremely well as the childminder engages in constant discussion as they play, asks a variety of questions, models language and introduces new vocabulary. She interacts well with the children as she gets down to their level, plays alongside them and allows them to take the lead. The childminder supports children's mathematical skills and introduces them to a range of mathematical language. For example, children measure the ingredients when making play dough and recognise different sizes when using a selection of tools to make shapes and patterns. Children show an interest in books and listen well as they explore a story sack with the childminder. They help to turn the pages, point to the pictures and identify the different objects throughout the story. The childminder regularly plans special events for children to develop their knowledge and understanding of the world as they explore different festivals such as Chinese New Year, Diwali and Thanksgiving. Children use everyday technology in their play as they begin to learn about computers and programmable toys. For example, children have access to a tablet computer, which introduces them to modern day touch screen technology. Consequently, children are well supported to acquire the skills needed for the next stage in their learning at school.

The childminder understands her responsibilities relating to the progress check for children between the ages of two and three years. She has established good partnerships with parents and there are appropriate strategies in place to engage them in their children's learning and development. She provides verbal feedback at the end of each session and regularly communicates with parents via email and text messages. This ensures parents are well informed and children's individual needs are being met. Therefore, parents feel valued, respected and appreciated.

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

Children have formed secure attachments and developed positive relationships with the childminder and her family. They are clearly happy, content and settled in her care. The childminder provides children with a warm, friendly and welcoming environment, which effectively supports their all-round development and emotional well-being. As a result, children are confident and comfortable in their surroundings. Good settling-in procedures ensure the childminder knows the children well and they are supported effectively in their move from home. The childminder works closely with parents to share relevant information about their children to ensure they benefit from consistency of care. This is further promoted as the childminder has established good links with local primary schools to ensure the children are emotionally prepared for the next stage in their learning.

The childminder acts as a good role model as she effectively manages children's behaviour. She uses positive strategies to reinforce appropriate behaviour according to the children's age and stage of development. The childminder uses a consistent manner to provide children with clear guidance and simple explanations. Consequently, children behave well as they understand the boundaries and expectations within the setting. They interact well together as they share and take turns during their play. The childminder uses constant praise and encouragement throughout the children's activities, which develops their self-esteem. Children are starting to develop an understanding of risk and how to keep themselves safe as the childminder talks about the importance of safety. For example, children learn the boundaries when using the soft play equipment and talk about the safe place where they can jump into the area without hurting themselves.

Children are encouraged to be independent and manage their own personal needs. They access their own resources, lead their own play and wash their own hands. This promotes their self-confidence and helps them to develop their self-care skills. However, there are fewer opportunities for children to further develop their independence skills during mealtimes by allowing them to pour their own drinks. There are good hygiene practices in place, which supports children's understanding of their own health and well-being. The childminder provides children with a variety of balanced and nutritious meals and snacks, which promotes the importance of a healthy diet and lifestyle. Children have access to fresh fruit and drinking water at all times to ensure they are well hydrated. The childminder provides good opportunities for children to be physically active and access fresh air. Regular outings in the local area, such as visiting the park and wildlife centre, enable children to explore different environments and gain an understanding of the wider community. This is further promoted as they attend group activities, which effectively supports children's personal, social and emotional development as they learn to socialise with others.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended relevant training and knows the procedures to follow if she has any concerns about children in her care. A good range of written policies and procedures are implemented effectively to ensure children are well protected. The childminder completes risk assessments to identify any potential hazards and minimise harm to children. As a result, the indoor and outdoor environments are safe and secure. All parental permissions are in place and the required checks have been completed on the adults in the home to make sure they are suitable. Children are involved in regular fire evacuations, which ensure they understand what to do in the event of an emergency. Therefore, children are effectively safeguarded.

Children progress well in their learning and development as the childminder monitors and evaluates the educational programmes to ensure that all areas of learning are covered. She has a childcare qualification at level 2 and regularly updates her skills, knowledge and understanding by accessing training courses. There are appropriate systems in place to

monitor the performance of the childminder's assistants to ensure they are supported within their professional development. Self-evaluation is effective as the childminder can clearly identify her strengths and areas for future development. She continually reflects on her practice and strives for continuous improvement. The recommendation following the last inspection has been successfully addressed. For example, the childminder has developed her systems to establish children's starting points and track their ongoing progress towards the early learning goals.

There are good partnerships with parents, which makes a strong contribution to meeting the children's individual needs. They are very complimentary and make comments, such as, 'The childminder makes my child sparkle, giggle and excel everyday' and 'My children are well cared for at all times. It's a home away from home'. The childminder has established links with local primary schools and understands the importance of sharing relevant information with teachers to ensure children's learning can be complemented. The childminder has regular contact with other childminders and other professionals in the local area, which enables her to share ideas and discuss best practice. This further supports children to make good progress in their learning and development.

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	313473
Local authority	Durham
Inspection number	868142
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	30
Number of children on roll	25
Name of provider	
Date of previous inspection	16/06/2010
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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