

Inspection date

08/10/2014

Previous inspection date

23/10/2008

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

- The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage to support children's learning. She plans a wide range of age-appropriate activities to enhance children's learning experiences and ensure they are motivated to learn.
- Relationships between the childminder and the children are warm, trusting and very secure. The childminder recognises the uniqueness of each child in her care and supports their emotional well-being effectively.
- Partnerships with parents are good. This enables the childminder and parents to share purposeful information, which effectively supports children's development at the setting and at home.
- The childminder promotes a safe and secure environment as she effectively minimises risks. She has a good understanding of safeguarding procedures, which means children are kept safe in her care.

It is not yet outstanding because

- Occasionally children's independence skills are not fully promoted as the childminder does not always provide appropriate resources, such as, a low level table.
- The childminder does not fully embrace opportunities for children to extend their learning through exploring real and natural items, particularly in the indoor area.

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 main playroom and kitchen and looked at other areas used for childminding, including the outdoors.
- The inspector checked evidence of the childminder's suitability and training certificates and discussed risk assessments, policies and procedures and self-evaluation systems.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector took account of parents written views on the quality of the provision.
- The inspector and childminder jointly observed children and discussed their learning and progress while they were engaged in activities.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with three children aged 16, 15 and 12 years in a house in Norton. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. She operates all year round from 7am to 6pm, except bank holidays and family holidays. There are currently three children on roll.

What the setting needs to do to improve further

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

- develop opportunities to further support children's independence by providing appropriate resources, for example, a low level table during daily activities, so all children can be fully involved in activities
- increase the range of freely available natural and real items to enhance and encourage children's exploration in the indoor area.

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 as a result, children make good progress. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. She has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She regularly assesses children's progress to help her identify any gaps in their learning. The childminder observes children, makes accurate assessments of each child's abilities and plans their next steps in learning. She makes good use of the progress check for children between the ages of two and three years. The childminder plans play and learning experiences for children based on her observations and assessments of them. This ensures that children's current needs and interests are addressed. As a result, children are engaged and motivated to learn, which ensures that they develop strong skills in readiness for school. The childminder discusses children's progress, activities and achievements with parents on a daily basis, both verbally and through their individual daily diary. As a result, children are making good progress and there is a shared approach to learning.

The childminder engages effectively with children, involving them in conversation to help foster their language development. Children's confidence and communication skills are

further enhanced as they enjoy looking at books with the childminder. They are eager to turn pages and repeat words or retell the story in their own words. As a result, children are developing a love of books and their early literacy skills. The childminder further develops their interest in familiar stories and uses children's favourite stories to develop all areas of learning. For example, they make porridge using different sized bowls and spoons; this encourages children to talk about big, medium and small, helping to develop their early mathematical language. The childminder uses questioning to develop children's thinking, understanding and learning. For example, she talks to children about the changes when adding the porridge to the water and encourages them to use words, such as, thick, lumpy, smooth and sticky to describe the changes. However, opportunities for children to fully explore a wide range of natural and real items in the indoor area are not always available.

Young children show high levels of concentration and are fully engaged in meaningful activities. They thoroughly enjoy matching games and confidently recognise numerals up to six and with support can collect the correct number of blocks to match the number. The childminder gives lots of specific positive praise and encouragement and children are proud of their efforts and want to repeat the activity again and again. The childminder skilfully challenges children's learning during activities encouraging them to repeat and match colour patterns and makes them slightly more difficult each time. This helps children to progress in their learning in a fun and stimulating learning environment.

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

The childminder gives good attention to making children's move in to her care a pleasant experience. She offers settling-in visits so parents can build up the time they leave their children, which means children gradually become familiar with their new environment. The childminder gets to know children well through close partnership working with parents. Consequently, information about children's individual needs, and how to meet them, is shared effectively. This provides security and stability for children because the care they receive is consistent with their home life. As a result, children are emotionally secure. The childminder has a caring manner and makes children feel part of her family, which means they develop strong attachments to her. As a result, they learn and develop well. The childminder takes children to other play groups where they have opportunities to play alongside others and make friends. This helps children to gain confidence in situations away from the childminder's home, which helps to prepare them emotionally for their move onto school.

Children are offered a healthy and nutritious range of snacks that includes fresh fruit and vegetables. Fresh drinking water is freely available and the childminder works closely with parents and encourages children to eat a healthy diet and try different foods. Children eat fruit at snack time; they feed themselves and are developing very good manners. They develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Good hygiene routines help children to understand the importance of keeping themselves clean. Children are supported well to develop an awareness of their own toileting needs. The childminder encourages them to clean their hands at appropriate

times during the day and after messy activities so they develop a good understanding of healthy practices.

The childminder is a good role model to the children in her care. She speaks softly and calmly to the children and supports them to develop good manners by gently reminding them to say please and thank you. She celebrates children's abilities and achievements regularly, which raises their self-esteem and encourages positive behaviour. Consequently, children's behaviour is good. The childminder is vigilant about children's safety and she supervises them well at all times. She teaches children to keep themselves safe. For example, she explains to children why they should not put small items in their mouth and talks to them about road safety when out walking. Resources are of a high quality and are freely available in the well-resourced playroom. The childminder provides a stimulating and challenging learning environment and has a very good understanding of children's individual learning needs. However, occasionally children's independence skills are not fully promoted as the childminder does not always provide appropriate resources, such as, a low level table, so all children can easily reach activities independently.

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

The childminder ensures that all children are secure and kept safe through her clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are policies and procedures in place that are regularly reviewed to ensure they meet current legislation. The childminder has risk assessments for the setting and outings and uses these to minimise any hazards, to further ensure the safety of the children. The childminder carries out daily visual checks to minimise risk, both around the home and outdoors. She safeguards children further as her home is safe and secure, with exterior doors kept locked. Documentation is carefully maintained, such as the daily register of attendance and the children's registration details. The childminder understands her responsibilities and the steps to take in the event of any concerns about children. As a result, children's welfare and safety is promoted very well.

The childminder is experienced and has a good understanding of the learning and development requirements. As a result, activities are well matched to each child's age and stage of development. This means that all children are supported to make good progress in their learning and development. Assessment systems are effective in monitoring children's progress. Consequently, the childminder can effectively identify any areas where children may be falling behind. The childminder has successfully addressed the recommendations raised at the last inspection. For example, she now uses information gained from assessment of children's ability to help move them onto the next stage in their learning and development, therefore promoting positive learning outcomes for children. She attends regular training to ensure continuing professional development, developing her knowledge and skills. In addition, through working closely with a local authority advisor, she explores ways she can sustain and continue to improve her practice.

The childminder has effective established partnerships with parents and other providers.

She shares relevant information to support children's learning and development and provides consistency of care. There is an effective two-way flow of communication, enabling the childminder and parents to share information to ensure the changing needs of children are met. She also demonstrates that she is prepared to work closely with other professionals as necessary, so that children receive any additional support they may need.

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 | EY362000 |
| Local authority | Stockton on Tees |
| Inspection number | 857649 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 23/10/2008 |
| 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
Manchester
M1 2WD

T: 0300 123 4234
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