

Inspection date	23/10/2014
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is exceptional. The childminder uses highly effective teaching methods that motivate and inspire children to learn. Consequently, children thrive in this setting and make rapid progress in all areas of their learning and development.
- The childminder provides a rich, varied and stimulating learning environment. As a result, children are extremely well motivated, independent and ready to engage in new learning experiences.
- The childminder is highly skilled and sensitive to the emotional needs of the children in her care. Consequently, children feel very safe in her care and their behaviour is exemplary.
- The childminder uses a range of highly effective methods to engage parents and other professionals. As a result, information is consistently shared about children's learning and development so that there is continuity in their learning.
- The childminder fully understands her roles and responsibilities in protecting children. She places high emphasis on children's safety and well-being. As a result, children in her care are well protected.

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 the children present and carried out a joint observation with the childminder.
- The inspector also took account of the views of parents and older children, as provided in their written feedback to the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector observed activities in the childminder's house and talked with the childminder.

Inspector

Julie Campbell

Full report

Information about the setting

The childminder was registered in 2006. She is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives in Oxhill, Stanley, with her husband and their two children, aged nine and 14 years. All areas of the ground floor of the house and the bathroom on the first floor are used for childminding purposes. There is an outdoor play area in both the front garden and back yard. The childminder collects children from the local school and attends local toddler groups on a regular basis. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant level 3 childcare qualification. The childminder receives funding for the provision of free early education for two-year-old children.

What the setting needs to do to improve further

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

- consider strengthening the highly effective partnerships with parents, to encourage them to contribute further to their child's learning journals, so that this information can be used to provide highly individualised support for them to extend their children's learning at home.

Inspection judgements

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

The childminder is a highly motivated and skilled teacher. She uses her knowledge of how children learn to effectively support and promote their development through activities that excite and motivate the children to learn. She provides a rich and stimulating environment that captivates children's interests. The childminder encourages children to make their own choices and develop their own play throughout the day. A wealth of resources and equipment are readily available both indoors and outdoors for the children to freely access. The childminder expertly makes innovative use of her garden and provides many opportunities for imaginative play and investigation. For example, children climb and investigate in the fort and dig in the planting area using an array of spades and containers. In addition, children make superb use of the outdoor area to improve their mathematical development. The childminder involves the children in games, including counting coloured beads and sorting them into sequencing patterns. Children are keen to explore different textures, such as salt and gloop. They get engrossed in pushing shapes into the salt and making marks with their fingers and straws. Children further develop their small muscle skills as the childminder expertly encourages them to grip pens and trace shapes and letters. Likewise, they make excellent progress with their pencil control, as they make marks on chalk boards. As a result, children become confident, independent

learners, who develop a comprehensive wealth of skills. Consequently, all children are exceptionally well prepared for their next steps in learning. The childminder expertly talks and engages in play with children, asking them open-ended questions which encourage the children to extend their thinking. The childminder is skilled at questioning children and continually explains daily routines to further enhance their language development. She encourages children to speculate on reasons why things happen or how things change. For example, children learn what happens when they breathe on a mirror and they watch it steam up. She uses correct language to introduce new words, such as 'hexagon' and 'reflection'. She sensitively repeats phrases and sentences back to children when they pronounce words incorrectly. For example, when a child asks 'what did you says?' the childminder repeats 'what did I say?'. As a result, children make significant progress in their language development.

The childminder has robust assessment arrangements in place to accurately track the progress of each child and check that children make consistently high levels of achievement. The monitoring of children's progress through highly effective observations and assessments of their learning ensures that the planning of activities is expertly tailored to the children's individual needs. Observations of children's activities are frequently recorded and photographs are taken to support observations. She completes a range of assessments, including the progress check for children between the ages of two and three years, termly assessments, and learning journals. This is highly effective in highlighting any gaps in attainment and also enables her to identify where children may need additional support. As a result, all children make excellent progress from their starting points. She effectively uses this information to very meticulously plan appropriate activities that challenge and interest children and support their future development. Weekly planning is very flexible, enabling the childminder to follow children's individual interests and respond to emerging needs quickly. For example, children's keen interest in Halloween prompts the childminder to provide resources to decorate witches hats and make ghost biscuits. This helps to ensure that children are highly motivated and extremely keen learners. The childminder has an excellent understanding of children's individual personalities and learning styles. For example, the childminder has provided a treasure basket for the children as she knows that they are interested in investigating sensory items.

She successfully shares information about children's achievements with parents and professionals. Ongoing daily reflection means that she can identify areas of learning where children may need additional support or challenge. Children attending with special educational needs and/or disabilities are well supported with action plans developed to plan strategies of support, which includes the childminder liaising with parents and other professionals to ensure individual needs are met. Children's understanding of diversity and difference is promoted as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures. For example, children enjoy discussing Diwali and make cards to celebrate. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. The childminder discusses progress, activities and achievements with parents through meaningful daily discussions at pick-up and drop-off times on a daily basis. She also completes a daily diary which shares valuable information with parents. Parents contribute to this diary and share information about their home life. The childminder also shares

monthly newsletters with parents and provides them with activity sheets so that learning can be carried on at home. As a result, children benefit from this highly effective joined up approach.

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

The childminder is kind, caring and attentive. As a result, the attachments between her and the children are exceptionally strong and promote children's well-being. She has successfully created a remarkably caring and secure environment where all children are warmly welcomed and feel extremely well supported. The childminder has high expectations of the children and they are supported well in all aspects of their development. They are encouraged to be independent and to make choices, and consequently, exhibit high levels of self-assurance and esteem. Children are happy and engage in their play and children are given every opportunity to practise new skills. For example, children choose and pour their own drinks at snack time and help themselves to a variety of fruit, vegetables and cheese. Parents say that their children 'love it' and they are very happy at the setting. Children are emotionally very well supported during the flexible settling-in period. The childminder is sensitive and has some excellent and thoughtfully considered strategies to help settle and comfort new children, helping them to settle at their own pace. For example, the number of visits and length of time children are left initially is entirely focused on meeting the individual needs of each child. This helps to promote their emotional well-being. As a result, children are confident and are happy to be there and ready to learn.

The childminder is an excellent role model, she is polite and respectful to the children who are encouraged to use good manners and respect each other's differences. In addition, the childminder celebrates achievements throughout the day, offering positive praise and encouragement. For example, the childminder gives children a high five when they attempt to put on their coats. This supports the well-being of children, as they develop good self-esteem because they know they are appreciated. She models resources, interacts with children and plays with children at their level. Children enjoy her company and invite her into their play. Secure attachments are evident and children are happy and settled. Behaviour is managed in a positive, consistent way, and as a result, children are exceptionally well-behaved and learn good social skills. For example, children are able to resolve differences and take turns, with little support from the childminder. The childminder uses Minni bear as a highly innovative method of promoting positive behaviour. Children who have displayed positive behaviour and have helped their friends at the setting get to take Minni home for the weekend. She gives children lots of praise and clear explanations about conduct, consequently, children's behaviour is excellent, their self-esteem is high and children are emotionally prepared for their next stage in learning. Children's safety, health and well-being are extremely well-promoted through the childminder's clear and consistent policies and practices. The childminder engages in continual dialogue with the children explaining each situation, which helps the children to feel safe and secure. She involves children in risk assessing the environment and in completing daily visual checks of the premises, to ensure that the environment is always safe, clean and fit for use. As a result, children develop an enhanced understanding of how to manage their own safety.

Children develop an excellent understanding of the importance of exercise through a wide variety of activities and by taking part in everyday discussion. Children have access to an extensive range of physical play activities in the outdoor play area. They attend a playgroup, which focuses on physical play and they take part in nature walks in the nearby countryside. This means that children can develop their physical skills and get fresh air and exercise as they enjoy rich and highly stimulating outdoor learning experiences. Children develop an excellent understanding of healthy eating through discussions at snack and regular baking activities. For example, during snack the children discuss that cheese and milk make your bones grow strong. Visits to the dentist support children to understand the importance of dental hygiene. Highly nutritious menus offer an excellent choice of healthy options and children help themselves to drinks. Children are highly confident with self care routines, for example, children demonstrate their understanding of good practices by taking themselves to bathroom to wash their hands before meal times. The childminder has a good understanding of the procedures required when administering medication and dealing with accidents in order to safeguard children's health. The childminder provides exceptional support for children's move from her setting into nursery or school. She supports these moves by attending visits with the children to their new setting to prepare them for their next stage in their learning and development. She works closely with other professionals to ensure individual needs are met. For example, she provides the next setting with a transition report and a copy of the child's latest assessment. As a result, children are exceptionally well prepared for the next stage in their learning.

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

The childminder has an excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are extremely safe in the childminder's care. She is very aware of her role and responsibilities with regards to meeting legal requirements and protecting children in her care. The childminder shares her detailed policies and procedures during their settling-in period. She reviews them regularly and ensures that they reflect current legislation. She fully understands the signs and symptoms of abuse. She knows what to do and how to seek advice and support, should she have a concern. The required Disclosure and Barring Service checks have been carried out on family members and the childminder is fully aware of what procedures to follow should there be an allegation made against herself or a member of her family. The children are cared for in a safe and secure environment, both indoors and outdoors. This is due to the extensive risk assessments and daily checks carried out by the childminder. Consequently, children in her care are extremely well protected from harm.

The childminder has an extensive knowledge of the learning and development requirements of the Early Years Foundation Stage. She has an excellent understanding of how children learn and uses expert teaching methods to inspire and motivate children. As a result, she provides an extensive range of experiences that help all children to make outstanding progress. She is aware of the individual needs and capabilities of the children in her care in great depth. The childminder has made significant improvements to her

practice since her last inspection. For example, she has developed her self-evaluation system to ensure that she looks at the strengths and weaknesses of the setting and this is sharply focused to improve experiences for children in all areas. The childminder seeks input from parents and children to inform her practice. The childminder is a reflective practitioner who is continually reviewing her practice, to ensure children receive high quality learning experiences. The childminder shows a strong commitment to her own professional development by attending any relevant training events that become available.

Children benefit greatly from the very strong partnerships that the childminder has with parents and professionals at other setting where the children attend. The childminder spends time getting to know parents and regularly seeks their views and wishes. The sharing of learning and assessment ensures that all children develop exceptionally well and that their individual needs are met. Parents are extremely well informed about their child's care, achievements, activities and progress in the areas of learning. The childminder spends time talking and sharing information thoroughly. She provides newsletters, a detailed welcome pack, assessment reports, learning journals and daily diaries. Parents actively contribute to assessments and comment that they are very happy with the progress their children make. However, there is scope for the childminder to engage parents in contributing further to children's learning journals, to further support information sharing and to support them to extend children's learning at home. Parents comment that they are 'really happy, my child is so comfortable with the childminder' and that the childminder has 'helped my child to become independent'. The childminder has an excellent understanding of the need to work with other settings and external agencies to provide continuity of learning and to acquire support and interventions for children, should they need it. She works closely with another childminder and has prepared a detailed planning curriculum. The childminder shares detailed assessments with other settings. As a result, children benefit from excellent continuity of learning.

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	EY335416
Local authority	Durham
Inspection number	862644
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	23/11/2009
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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