

<b>Inspection date</b>	30/10/2014
Previous inspection date	02/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children's communication and language skills develop well because the childminder talks to them throughout daily activities and routines.
- The childminder is good role model providing clear guidance and strong relationships in a warm and inviting home so that children thrive and learn.
- Children show good self-confidence during their play and daily routines, particularly at snacktime.
- The childminder has a good knowledge of safeguarding children. Rigorous checks of her home and a clear understanding of the possible indicators of abuse ensure that children are very well protected.
- Effective monitoring and identification of priorities for learning are in place so that children make good progress in their learning.
- The childminder works well in partnership with parents, as she shares information about their children's day.

#### **It is not yet outstanding because**

- Children cannot always see and access toys and resources in order to make independent choices about their learning and play.
- Systems to share information with other early years providers children attend are not fully effective in order to ensure a consistent approach to children's individual learning.

## 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 the premises, toys and equipment.
- The inspector observed the childminder playing and interacting with the children.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability.
- The inspector took account of the information provided in the childminder's records and parental comments provided for the inspection.

## Inspector

Cathryn Clarricoates

## Full report

### Information about the setting

The childminder was registered in 2010. She lives with her son in Sedgefield, Stockton on Tees. The home is close to local amenities, such as schools, shops and parks. The whole of the ground floor of the house is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll and most are cared for on a part-time basis. There are three children on roll in the early years age range. The childminder is a member of the local childminder network group and the Professional Association for Childcare and Early Years. She attends parent and toddler groups on a regular basis. The childminder operates all year round, from 7.30am to 6pm, 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:

- enhance partnership working with all other early years providers, when children attend more than one setting, to further promote good continuity of care, learning and development.
- review the organisation of toys and resources so that children can see what is on offer and readily access items to make more independent choices in their play.

## Inspection judgements

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

The childminder has very good knowledge of how young children learn. She promotes their learning and development very well, through using an effective balance of learning experiences suggested by children and herself. For example, the childminder provides a pirate treasure map activity which children take part in with great enthusiasm. She uses skilful open questioning to help develop children's language and creative thinking. Children are keen to respond with their own suggestions, when the childminder asks, 'What else can you put on your map?' They follow up the activity by dressing up, as pirates, and hunting for hidden toys. The childminder praises and encourages them in their play and introduces language to support their understanding of size, shape, number and colour. She supports children to concentrate and persist until they succeed, for example, by saying 'good effort'. Consequently, children make good progress in all areas of learning and acquire the skills they need for their next stage in learning and for their move to school.

The childminder demonstrates a good understanding of how to extend children's learning, by providing activities that build on their own ideas. For example, children choose a favourite story about aliens and the childminder encourages them to join in with a familiar song about a spaceship. The childminder takes every opportunity to promote children's communication and mathematical development effectively. For example, children eagerly suggest changes to the song, taking away two aliens rather than one and she helps them to count back accurately. The childminder provides good models of language, extends children's vocabulary and teaches them to use new words. Consequently, children learn to express their ideas with clarity so that others can understand and reply. The childminder offers the initial letters of words, which successfully prompts children to recall words. Children play happily with a range of toys including cars and trucks and modelling equipment. However, the childminder does not always organise materials and toys so that children can freely make choices, so that children can see what is on offer and readily access items to make more independent choices in their play.

The childminder works closely with parents to support children's learning and development. This communication builds from the start when the childminder collects information about what children can do and their routines. The childminder shares her daily summaries of children's activities, progress and what they need to learn next with parents. As a result, parents receive good information about their children's learning and can develop this at home. The childminder makes good use of information about home activities to plan experiences that will stimulate and challenge children. She shares information with schools and some providers when taking children to sessions.

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

Children benefit from secure and trusting relationships with the childminder. The childminder works with parents to make sure that children settle quickly and enjoy consistent routines. As a result, children are relaxed and confident in the friendly, welcoming home, where they feel safe to explore and learn. The childminder is enthusiastic and interacts playfully with children. She knows when to step back to enable them to follow their own ideas. The childminder is attentive to children's needs and they are happy to go to her for cuddles and reassurance, or to celebrate their achievements.

The childminder is a good role model and encourages children to be polite and use good manners during routines and activities. For example, they discuss why 'snatching' from each other is not a good idea, when this behaviour is found in a story. Children learn to share and take turns because the childminder uses positive language and praise. As a result, children are well behaved and thank her when they enjoy an activity. This effectively increases their self-esteem so that children are well prepared emotionally for the eventual move to school, or the next stage of learning.

Children are beginning to learn about healthy lifestyles. The childminder uses good hygiene practices to prevent the possible spread of infection. She encourages children to wash their hands before snacktime, after using the toilet and when they blow their noses.

Children and the childminder sit together and talk at snacktimes. The childminder provides healthy snacks of fruits and vegetables, which children relish cutting into pieces to serve themselves. As a result, they are developing independence skills in preparation for transfer to school. The childminder and children visit the local parent and toddler group. This gives further opportunities for children to access a wider range of resources. Children also develop their confidence and social skills well through interacting with other children and adults. They walk to school and visit the park to climb and balance on the play equipment. As a result, children develop good physical skills as they go outside in the fresh air every day and they learn how to take risks safely in their outdoor play.

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

The childminder has a good understanding of her responsibility in meeting the safeguarding and welfare requirements. She implements these requirements with care to create an environment that is child friendly. She has completed safeguarding training to secure her knowledge of the procedures to follow should she have a concern about the welfare of a child. The childminder implements a range of policies and procedures to ensure effective and consistent care for all children who attend. For example, she keeps an accurate record of children's attendance, any accidents and medication needs. The childminder's risk assessment of the premises and equipment is effective, for example regarding security. The childminder's assessment of risks also keeps children safe on outings, on walks to schools, nurseries and parks. The childminder holds a current first-aid certificate to help her provide appropriate care if a child has an accident. This helps to support children's ongoing welfare.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is particularly so in her assessment of what individual children need to learn next, in each area of learning. The childminder sets effective standards for her quality of teaching, making good use of early years materials to monitor children's stages and progress. She checks children's progress and whether they need extra support to close their gaps in learning. The childminder is aware of the need to carry out progress checks for children aged between two and three years. She has addressed the recommendations from the previous inspection. She now successfully observes, assesses children's progress and plans for their individual learning. Risk assessments are now in place, to help keep children safe. The childminder now involves parents and children in self-evaluation and makes clear arrangements to develop her practice. For example, she has discussions with other providers, studies published materials and researches new ideas for her planning. She completes written reflections on her training experiences and values feedback gained from parents on young children's interests and preferences. Consequently, the childminder demonstrates a strong drive to improve her provision for children and their families.

The childminder has good relationships with a range of partners, including the local primary school. However, systems to ensure that information is shared with all the local early years providers attended by children in her care are not yet fully embedded. Partnership working with parents is good because the childminder uses a variety of

communication techniques to establish strong day-to-day working relationships with parents. Parents are well informed about their children's activities and progress through daily, in-depth conversation and sharing records of children's learning in daily diaries. Parents particularly value the individual care and teaching that the childminder offers. They say that the childminder is 'Calm and fair' and her home is 'Warm and inviting'. As a result, children are confident learners and are developing all the necessary skills to make the move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY408387
<b>Local authority</b>	Durham
<b>Inspection number</b>	879609
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/11/2010
<b>Telephone number</b>	

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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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