

Inspection date	29/10/2014
Previous inspection date	05/03/2010

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 childminder has a secure knowledge and understanding of how children learn. As a result, teaching is purposeful and children are encouraged to learn through developmentally appropriate play. They make good progress based on their capabilities and starting points.
- Children are protected as the childminder has a secure understanding of her role and responsibility to safeguard children. The childminder implements effective practices to minimise hazards to children.
- Children are very happy and settled in this homely and welcoming setting. They have good attachments to the childminder who is very caring and attentive to their needs. This enables the children to explore the environment with confidence as their emotional well-being is very well supported.
- Children benefit from the effective partnerships that exist between the childminder, their parents and other settings children attend. Regular communication ensures information is shared to provide children with consistency and continuity in their care, learning and development.

It is not yet outstanding because

- Opportunities for children to consolidate their independence skills are not always available at snack and mealtimes.

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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked the childminder's safeguarding knowledge and evidence of the suitability of adults living at the premises.
- The inspector took into account the written views of parents that the childminder has received.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and 13 years in the Roseberry Park area of Seaham in County Durham. The whole of the ground floor of the childminder's house is used for childminding. She collects children from the local schools. There are currently eight children on roll, five of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 5.30pm, 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:

- build on the different ways that children can develop their independence skills further, for example, by providing opportunities for them to help to prepare their food.

Inspection judgements

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

The quality of teaching is good. The childminder delivers activities that capture children's imagination and provide a broad learning experience. This means that all children are enthusiastic to learn and they get the most out of every experience. As a result, children make good progress towards the early learning goals. Starting points in children's learning are identified well by the childminder. She seeks information from parents when children start and uses this information, along with her own observations, to identify children's initial stages of development. Continual observations capture children's key achievements and interests. They are used well to plan activities that are well matched to the children's individual learning needs. The childminder regularly assesses children's progress to ensure all children make the expected progress. As a result, gaps or delays in children's learning are quickly identified when they occur. This means children are challenged through good teaching from the outset and they gain the necessary skills to support their future learning.

The activities and experiences the childminder provides are well matched to children's interests and build on previous learning. The childminder promotes children's communication and language development well. They are gaining a growing vocabulary of words and the childminder supports their speaking skills well because she repeats the sounds that they make and the words that they attempt to say. For example, children are encouraged to find out about how interactive toys work. They understand that posting some toy coins into a pig means it makes some sounds. When they have finished they say

'mmmm' and the childminder interprets this to mean 'no more' and says the words for children. As the game progresses children start to say this more clearly. Due to the childminder understanding children's interests, she provides different sizes and shapes of containers in water play, so that children can experiment with quantities and measures. The childminder provides a tray for the children and a teapot, bowls and cups when children show they want to pour from their drinks bottle. This leads to a rich learning experience as children spend concentrated effort as they fill and pour into the different containers. Children enjoy playing with wooden blocks and attempt to build them up. The childminder uses the opportunity to name the shapes that children are using, such as triangle, to build up their understanding. A variety of different sized and textured balls are provided. Children explore these, using their senses to smell, feel and throw them. The childminder appreciates that children learn through using their senses and provides activities, such as jelly play. This involves children in touching and tasting the jelly while also using some toy animals. This generates talk about the names of the animals, what the jelly feels like and the childminder introduces new words, such as 'wobbly'.

Partnerships with parents are promoted well. The childminder completes daily dairies for parents who like this form of communication. She also verbally feeds back to them when they collect their children. The childminder completes the progress check for children between the ages of two and three years. She provides a written overview of children's progress, including any areas that require additional support. The childminder regularly shares her assessments and development records with parents to update them on their child's progress. She makes time to discuss children's progress and encourages them to add their own comments to the record. She does this before she plans the next steps for children so that she can use information provided by parents to plan accurately. This means parents are fully informed of children's progress, including the next steps in their learning.

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

Children establish strong attachments and close relationships with the childminder because she keenly supports the move of new children into her home through a gradual settling-in procedure. This is individual to each child's emotional needs, and ensures children settle quickly, are happy and emotionally secure. The childminder helps parents to feel comfortable leaving their children by asking them to complete an All about me form, which contains information about children's care routines, likes and dislikes. The childminder has a calm, caring and patient manner and she gives children her individual attention. She uses a positive 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 she places a strong emphasis on children learning to play alongside other children safely, and sharing resources. Children learn how to keep themselves safe and to recognise danger. For example, monthly evacuation procedures are practised so that children learn what to do in such an event.

The indoor and outdoor environments are very stimulating and support children's learning well. Resources are of a good quality and are stored effectively to allow children to access

them freely. Children independently choose resources, which provide rich learning opportunities, from a variety of areas. As a result, they are able to follow their interests and extend their play and critical thinking. The childminder appreciates that young children can be exuberant and ensures they have plenty of space that is clear and suitable for them to develop their physical movements. For example, children enjoy pushing a large toy fire engine from the conservatory, through the dining area and into the hall. Many opportunities are provided for children to benefit from physical exercise. Children play in the garden, visit local parks, farms and the beach. This gives them the opportunity to develop in different environments and to observe what happens in the local area. Children's good health and well-being is promoted well by the childminder. The childminder motivates children to develop their independence skills. She encourages them to help to tidy away toys and to attempt to dress themselves, putting on their own coats and shoes. Good hygiene routines help children to understand the importance of keeping themselves clean. For example, children are supported well to develop an awareness of their own toileting needs and the childminder reminds them to wash their hands at appropriate times during the day. She offers healthy snacks and meals and talks to children about what is good for them. However, she does not use all available opportunities, particularly at mealtimes, to help children to build further on their developing independence skills.

The childminder has excellent procedures in place to help prepare children for the next stage in their learning or to be ready for school. Links are developed with the nursery that some children attend so that information about learning and development is shared. A diary is shared with other childminders that children attend so that they both know what children have done when not in their care. This means there is continuity in children's care and learning.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children. She understands the correct procedures to follow should she have concerns about the welfare of a child in her care. Consequently, children are protected from harm. The premises are safe and secure. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety. The childminder meets all the regulatory requirements, such as keeping records of children's details and holding public liability insurance. She ensures that her first-aid qualification is continually updated in order to ensure any minor accidents are managed effectively. All of this demonstrates that children's safety and well-being are given a high priority by the childminder.

The childminder is very proactive in attending training for her professional development. Since the last inspection, the childminder has completed a level 3 diploma in childcare, learning and development. She attends regular training courses that have a positive impact on her service. For example, she has attended a speech and language course

which taught her to give children more time to think and solve their own problems during activities. The childminder has a good level of awareness of how children learn. She monitors how well her provision meets the learning and development requirements and uses detailed documentation for observing and assessing children's progress. The childminder ensures children are motivated and interested in their learning by providing a broad range of activities, skilfully tailored to enable children to make good progress. The childminder has a clear commitment to improving the service she provides. She regularly reflects on her practice and involves both children and parents to seek their views. Areas for improvement are clearly identified. For example, she identifies training courses to secure and develop her skills and knowledge in helping children that have an identified learning need. The recommendations raised at the last inspection have been addressed effectively. For example, her written complaints policy reflects current legislation. All of this clearly demonstrates that she has a good capacity to maintain continuous improvement in order to ensure consistently good learning opportunities for children.

Partnerships with parents are strong and they comment highly on the childminder's provision. For example, they state that it puts their mind at ease knowing that the childminder cares for their children. The childminder keeps them regularly informed about what their child has done and parents say that they feel they could not have chosen a better childminder. The childminder is aware of how to liaise with local agencies if additional support is required to meet children's individual needs. She understands how children benefit from this collaborative working. All children are treated respectfully and benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities.

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	EY271283
Local authority	Durham
Inspection number	860776
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	05/03/2010
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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