

Inspection date	03/11/2014
Previous inspection date	11/01/2011

The quality and standards of the early years provision	This inspection:	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 make good progress in their learning and development because the childminder provides them with a variety of fun and interesting activities. As a result, children are actively engaged and motivated in their play.
- The childminder creates a warm, bright and welcoming environment for children, which effectively supports their emotional well-being.
- Partnerships with parents are good, which supports children in their future learning. The childminder ensures parents are kept well-informed about their children's achievements and progress.
- The childminder has a good understanding of the safeguarding and welfare requirements. Written policies and procedures are implemented successfully, ensuring children are well protected.

It is not yet outstanding because

- Occasionally, the childminder does not allow enough time for children to respond to questions to further develop their critical thinking skills.
- The organisation of some resources does not always fully support children to make independent choices about their play.

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 testimonials 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 in the Marton area of Middlesbrough. The whole of the ground floor, first floor bathroom and 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 10 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am until 6pm, Monday to Friday, for 46 weeks of the year. The childminder has a childcare qualification at level 3. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by allowing them enough time to respond to questions throughout their activities
- extend children's ability to make independent choices in their play, for example, by arranging resources so they are more accessible.

Inspection judgements

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

The quality of teaching is good as the childminder effectively promotes children's learning and development. She follows and extends children's individual interests through a mixture of adult-led and child-initiated experiences. The childminder provides children with a variety of fun and interesting activities across all seven areas of learning. This ensures children are actively engaged and motivated in their play. For example, children show interest and curiosity as they explore and investigate a selection of items in a treasure basket. As a result, children make good progress in their learning and development from their starting points. Regular observations and assessments are completed by the childminder to highlight children's achievements, identify their next steps in learning and track the ongoing progress in their development. Individual learning journey records demonstrate that children are working well within the typical range of development expected for their age. Children with special educational needs and/or disabilities are appropriately supported. The childminder works closely with parents to ensure strategies are used to meet children's unique needs.

Children have access to a good range of resources to stimulate and encourage them in their learning. The childminder interacts well with children as she gets down to their level

and plays alongside them. Children's communication and language skills are supported well as she talks to them as they play, asks open-ended questions, models language and introduces new vocabulary. However, occasionally the childminder does not allow enough time for children to respond to questions throughout their activities to further develop their critical thinking skills. Children enjoy taking part in role-play activities and using their imagination as they pretend to feed the dolls and go shopping with the trolley. The childminder promotes children's early mathematical skills to develop their awareness of shape and size. For example, she supports children to complete jigsaws and build towers with construction materials. This is further extended as children recognise different colours and shapes during a play dough activity. Children's physical skills are promoted as the childminder provides them with daily opportunities for outdoor play and exercise. They enjoy playing in the garden and take part in regular outings in the local area, such as visits to the park and soft play venues. The childminder also attends weekly toddler groups, which effectively supports children's personal, social and emotional development. This enables children to develop their confidence and socialise with other children and adults. Consequently, children are well supported to acquire the necessary skills needed for the next stage in their learning at school.

The childminder completes the progress check for children between the ages of two and three years. This information is shared with parents and provides them with a clear overview of their children's progress. The childminder has established good partnerships with parents, which supports children in their future learning. They share relevant information to ensure children's individual needs are met. Parents receive verbal feedback on a daily basis, which ensures they are well informed about their children's development. In addition, parents regularly view children's learning journey records and provide the childminder with comments and feedback. Therefore, parents feel valued and respected.

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

Children form secure attachments and develop positive relationships with the childminder. They are clearly happy, settled and content in her care. The childminder creates a warm, bright and welcoming environment, which effectively supports children's emotional well-being. As a result, children are confident and comfortable in their surroundings. The childminder is caring and sensitive to children's individual needs as she provides appropriate support and guidance when required. There are good settling-in procedures, which ensure children are supported well with 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 children are emotionally prepared for the next stage in their learning.

The childminder encourages children to be independent and manage their own personal needs. The environment generally promotes independence and children feel self-assured to initiate their own learning. However, the organisation of some resources does not always fully support children to make independent choices about their play. The childminder has a good understanding of hygiene practices, which helps to develop children's self-care skills. Children are provided with a variety of balanced and nutritious

meals and snacks, which enables them to gain an understanding of a healthy diet and lifestyle. The childminder provides regular opportunities for children to be physically active, access fresh air and develop their coordination skills.

Children's behaviour is good as the childminder acts as a positive role model. She sets a good example by reinforcing appropriate behaviour and providing children with clear guidance and simple explanations. Consequently, children understand the boundaries and expectations within the setting. The childminder uses constant praise and encouragement throughout children's activities, which enables them to develop their self-esteem and feel appreciated. Children are starting to develop an awareness of how to keep themselves safe as the childminder talks about the importance of safety throughout their play and daily routines. For example, children learn about road safety when out in the local area and are involved in regular fire evacuations to ensure they know what to do in the event of an emergency.

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

The childminder has a good understanding 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. Therefore, children are effectively safeguarded and their welfare is protected. A good range of written policies and procedures are implemented successfully within the setting. The childminder also completes risk assessments and safety checks to identify any potential hazards and minimise risk to children. The required checks have been completed on the adults in the home to ensure they are suitable. As a result, children are provided with a safe and secure environment.

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 is committed to her professional development and strives for continuous improvement. For example, the childminder has achieved a childcare qualification at level 3 and regularly updates her skills, knowledge and understanding by accessing training courses. The recommendation following the last inspection has been successfully addressed as the childminder has developed her systems for self-evaluation. This ensures that she reflects on her daily practice to enhance future opportunities for children.

Partnerships with parents are good as the childminder works closely with them, which makes a strong contribution to meeting children's individual needs. Parents make comments, such as 'The childminder is wonderful. My child is cared for in a safe, warm and loving environment, she is made to feel like part of the family'. The childminder regularly attends community activities with other childminders in the local area. This enables her to share and discuss best practice. The childminder has also established links with local primary schools and other professionals to further support children in their learning and development.

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	312681
Local authority	Middlesbrough
Inspection number	876909
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/01/2011
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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