

Inspection date	04/11/2014
Previous inspection date	01/12/2009

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's teaching has good knowledge of how children learn. She plans and provides a varied range of activities to support the individual interests and next steps for each child. This ensures that all children make good progress.
- The childminder has a good understanding of how to safeguard children. Daily checks of the premises and a clear understanding of the procedures to follow should she have concerns about a child's welfare, ensure children are protected while in her care.
- Children are happy and content with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.
- Partnerships with parents are effective in ensuring children's care needs are well met.

It is not yet outstanding because

- The learning environment is not rich in signs and words to build further on children's interest in the written word and to help them understand that print carries meaning.
- There is room to further enhance parents' involvement in their children's learning, with specific regards to their contributions to the childminder's initial assessment of what children already know and can do when they first start.

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 and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.
- The inspector took account of the views of parents provided in written form.

Inspector

Lindsey Pollock

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Blackhill, Consett. The whole of the ground floor, the 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 park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll who are both in the early years age group. Children attend for a variety of sessions. The childminder operates all year round 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:

- display signs and words where children can easily see them to further help them recognise letters and know that print carries meaning
- review the arrangements for involving parents in sharing what they know about their children, in order to enhance their contributions to the initial assessments of children's development on entry.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She understands how children play and learn, and delivers good quality teaching. Consequently, children make good progress and gain the skills they will need in readiness for school and future life. The childminder observes children on entry so she can assess where they are in their development and gains some information from parents. However, there is scope to gather more precise details from parents about exactly what children can do to further help with early activity planning. The childminder continues to observe and assess them so she can plan for the next steps in their learning. Arrangements are in place to complete the progress check for children aged between two and three years, when this is appropriate.

The childminder sensitively encourages and supports children's play and ensures that they have plenty of time, resources and space to learn. She takes children to community groups and on outings in the local and surrounding areas. Consequently, they gain social skills as they mix with other adults and children, and develop an awareness of nature and the world around them. Children's language and communication is developed well because

the childminder listens, shows interest and responds to what they are telling her. She talks with the children, repeating phrases and extending sentences, as she helps them to clarify their thoughts and to help them hear correct pronunciations. Children's early literacy skills are effectively supported as they choose from the good range of books and listen as the childminder reads to them. They clearly have their favourite stories, such as, one about monkeys jumping on a bed and join in enthusiastically with the story telling and actions. The childminder skilfully recognises their interest in writing the letters of their name. She provides them with resources to practise this and sits with them, teaching them early phonic sounds. However, she does not extend even further on this interest by providing an environment rich in print to help children recognise the meaning of words.

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

The childminder develops good relationships with the children and their families. The nurturing environment and childminder's warm and caring manner results in children feeling secure and content. Children relate very well to her and clearly enjoy being with her and her family. Parents speak very highly of the childminder and comment on how much their children enjoy attending her setting, saying 'my child loves going and gets excited about it every day'. The childminder gathers information about children's individual needs, likes, and dislikes and keeps a record of this to refer to. This helps children to make the move from home to her care smooth and trouble free.

The childminder has a calm, caring and patient manner, and she ensures that each child receives her individual attention, helping them to feel valued. Children's behaviour is positive, as the childminder is a good role model, who treats them with kindness, politeness and respect. She encourages them be kind to each other and teaches them about the importance of sharing. This results in children learning how to behave socially and develop friendships with others. The development of these social skills and the emotional enrichment children receive contributes well to their readiness to move to other settings, such as, nursery and school. The childminder encourages children to be as independent as possible. For example, she teaches them how manage their personal care; wash their hands by themselves, and enables them to make their own choices about what they want to play with.

Children are beginning to learn how to keep themselves safe as the childminder teaches them well about important matters, such as, road safety and what to do should a fire occur in the home. Current arrangements mean that parents provide food for their child's main meals. However, the childminder does cater for children's snacks and promotes their understanding of healthy eating at this time by teaching them about what foods are good for them. She makes sure that drinks are readily available, so that children remain hydrated. Outdoor play and trips to the park are daily occurrences. This enables children to benefit from playing in the fresh and use more challenging equipment to aid their physical development.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and meets these to ensure children are kept safe and their welfare is promoted. The childminder confidently describes some of the possible signs and symptoms of abuse and knows the correct procedures to follow should she have concerns about a child. Her safeguarding policy is in line with Local Safeguarding Children Board guidance and includes procedures for the safe use of mobile phones and cameras in her home. Adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder fully promotes children's safety in the home, when out on walks and trips, or when visiting community groups. Thorough risk assessments are reviewed regularly. The childminder monitors children's progress and the educational programmes effectively. This means she is able to quickly identify children's strengths and areas she needs to focus on in order that children make the good progress that she expects.

The childminder reflects on her practice regularly. She identifies what she does well, and also areas for development. For example, she recognises the need to strengthen partnerships with other providers of the Early Years Foundation Stage and endeavours to do this. She welcomes the advice and support from her local authority adviser. This has helped her to successfully meet the recommendation made at her last inspection with regards to continuing to develop children's assessment records, to support their learning further. The childminder encourages parents to express their views through daily conversation and diaries. Feedback is used to support ongoing improvements to the setting, to ensure that children receive good quality care.

Partnerships with parents are good and this is reflected in the letters provided by parents, who speak very highly of the care provided, including comments, such as, 'my child has learnt so much from his time with the childminder'. They also comment on how the childminder welcomes children into her family. This has a positive effect on young children's self-esteem and confidence. Verbal and written information is shared between the childminder and parents on a daily basis. This ensures children's needs are fully met and parents are kept informed of their child's care.

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	313980
Local authority	Durham
Inspection number	865040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	01/12/2009
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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