

**Inspection date**

07/11/2014

Previous inspection date

29/03/2011

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

3

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

3

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

3

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

3

**The quality and standards of the early years provision**

**This provision requires improvement**

- The childminder's setting is warm and welcoming, and children are settled well.
- The childminder effectively promotes children's safety, as she has a suitable understanding of child protection procedures and minimises risks and hazards on the premises, so that children can play safely.
- Parents are involved in their children's care and development and information is shared, supporting children's well-being.

**It is not yet good because**

- The childminder does not always use the information gained from her observations to identify the next steps for children's learning and inform future planning. This means children do not consistently benefit from a good level of challenge in their play.
- The inconsistent hand washing routine means opportunities for children to develop their self-care skills are reduced.
- The childminder is not thorough in her evaluation of her practice to ensure that this takes into account the needs of the children being cared for, so that improvements can benefit their care, learning and development.
- The childminder does not always use different teaching strategies, such as open-ended questions to help extend children's problem-solving skills or thinking skills.

## 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 childminder playing and interacting with the children.
- The inspector talked to the childminder, parents and the children at appropriate times during the inspection.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at children's assessment records and other documentation, relating to safeguarding and welfare requirements.
- The inspector checked evidence of the suitability of adults living on the premises, the childminder's qualifications and self-evaluation form.

## Inspector

Cathryn Clarricoates

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Thornaby, Middlesbrough. The childminder's home is near to a park and other amenities. The ground floor, upstairs bathroom and toilet of the property are used for childminding. There is an enclosed garden for outside play. There are currently two children attending within the early years age range. The childminder also offers care to two children aged over five years. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to plan challenging experiences and opportunities, which support the children's stage of development and the next steps in their learning to help children make the best possible progress.

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

- provide greater opportunities for children to develop self-care skills, for example, through encouraging independence during regular and consistent hand washing routines
- focus self-evaluation more precisely on raising children's all-round levels of achievement, so that any areas identified for improvement are targeted specifically at raising the learning outcomes for children
- enhance the use of a wider range of teaching strategies, for example, by using more open-ended questions so children use their problem-solving skills and thinking skills.

## Inspection judgements

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

The childminder's setting is warm and welcoming and children are settled well. As a result, children choose their favourite toys when they arrive at her home and quickly start to

play. For example, children find jigsaws with lift out pieces showing a wide range of vehicles, which the childminder discusses with them and relates to their everyday experiences. Children are helped to develop some skills to aid their readiness for school. For example, the childminder teaches children to start to recognise colours, shapes and numbers, using resources around the home. The childminder supports children by sitting alongside them, at their level as they play, offering a reassuring presence and supporting children's personal, social and emotional development. She sufficiently encourages learning by offering instructions during their play and by modelling language, for example, when looking at birds in the garden and the pattern of raindrops on the window. Children enjoy choosing and sharing their favourite books with the childminder. However, she does not always extend children's thinking and problem-solving skills through the use of carefully framed, open-ended questions. The childminder does not consistently allow time for children to answer any questions, before giving her own response. Children have access to outdoor play and also go on outings to the park on a regular basis. This promotes children's emerging physical development and confidence.

The childminder has begun to carry out assessments of children's development, which provide an overview of children's achievements. These assessments are also used to complete a progress check for children between the ages of two and three years. However, assessments of learning are not always linked precisely enough to the individual plans made for children to ensure they are consistently well challenged. As a result, learning activities are not always planned to reflect what individual children need to learn next and so bring about a good level of progress. For example, the childminder provides a limited range of age-appropriate resources for children to explore during an art activity. As a result, children's opportunities to be creative in making their firework pictures are limited.

The childminder collects information from parents about what children already know and can do when they first begin attending her setting. She uses this information to plan activities to promote children's learning and development, and as a result, children are making some progress. Parents receive regular verbal and written communication about their child's daily activities and care routines, which means they develop an understanding of what their children have been learning.

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

The childminder contributes satisfactorily to children's well-being by ensuring she is fully aware of their individual needs, such as any health problems or allergies they may have. She has systems in place to record accidents or the administration of medicines in a timely way. Information on children's care is shared with their parents daily, allowing continuity of care. The childminder has risk assessed her setting and outings, and takes steps to minimise any hazards that may occur throughout the day, to promote children's physical well-being. The childminder regularly practises the fire drill with children, so that they know what to do in the event of a fire. She usually explains why things are unsafe, for example, standing on chairs. Children learn to take risks safely, for example, when playing

in the park on the steps of slides. The childminder also supports children to understand about road safety as she discusses their safety when on walks. As a result, the childminder consistently supports children's well-being.

Children are helped to lead a healthy lifestyle by eating fruit, such as grapes at snack time, and having drinks throughout the day. They feed themselves snacks and sandwiches for lunch. Hygiene practices are satisfactorily embedded as children's hands are usually wiped before and after snacks and meals. However, support for children to develop their self-care skills is not always carefully considered and consistent. The childminder does not encourage children to learn about hand washing routines or to understand why they are needed.

The childminder models good behaviour by saying 'please' and 'thank you' and asking for children to 'be nice' to each other. She usually intervenes when children need help to share and take turns. Children enjoy being praised for being kind and for helping with tidying up. As a result, they are learning how to manage their feelings and to become more independent in preparation for their move to nursery or school.

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

The childminder understands her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a range of relevant policies and procedures in place, including action to be taken if there are allegations made against her and she shares these with parents. For example, parents are aware of the childminder's policy on the safe use of mobile phones and cameras. The childminder has attended safeguarding training to support her in identifying the signs and symptoms of abuse and has created policies and procedures to follow in the event she should have concerns about a child. Children's safety is further promoted as the childminder completes regular risk assessments to identify and minimise hazards. The childminder ensures her home is well maintained and that the house and garden are secure. For example, the childminder's front door is kept locked to prevent unauthorised access and a register of attendance is taken for both children and visitors. As a result, children move safely around the indoor and outdoor areas. The childminder keeps accident and medicine forms stored with children's details. The childminder also ensures she has a current paediatric first-aid certificate which is on display for parents. She understands the requirement to inform Ofsted of any changes and to ensure suitability checks are carried out for any person living on the premises. This means that children are protected from harm.

The childminder has made some improvements since her last inspection. She evaluates her service and attends relevant training and accesses support and advice, from the local authority. The childminder has plans for parents' views to be collected through consultation forms and to include these in the evaluation process, although she currently uses verbal feedback from parents to inform her evaluations. However, self-evaluation does not specifically focus improvement on those areas of practice that will raise children's overall levels of achievement. For example, the childminder has begun using assessments

to monitor children's development and provide an overview of each child's skills and abilities. However, the assessment and planning process is still developing and does not always precisely identify next steps for children to ensure that they are sufficiently challenged. In addition, the quality of teaching is sometimes variable. For example, the childminder does not always fully support children's thinking and problem-solving skills in adult-led activities or in their own play. As a result, children make satisfactory rather than good levels of progress.

The childminder offers settling-in visits, designed to help children to feel comfortable in the environment and gathers and shares information about children's care needs, to ensure their routines are met. Parents have the opportunity to look at records of their child's activities every week and to share and celebrate achievements at home, with the childminder. They say their children enjoy spending time at the childminder's house and they are happy with the service she provides. As a result, partnerships with parents are securely established. The childminder works in partnership with other childminders to offer additional activities for children in her care and to share ideas and practice. She plans to further develop partnerships with local nurseries and schools as children move on.

### **The Childcare Register**

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

## 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>	EY359674
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	878426
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2011
<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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