

Inspection date

04/11/2014

Previous inspection date

10/05/2011

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, as the childminder supports their learning well. She ensures children participate in a wide range of experiences within the setting and through a variety of visits in the local community.
- Children are provided with a warm, friendly and welcoming environment, which ensures they form secure attachments and positive relationships with the childminder and her family.
- The childminder has a good understanding of safeguarding and how to promote the health and safety of children in her care. As a result, children are well protected.
- The childminder is experienced and committed to her role. She updates her knowledge through attending relevant training and works closely with other professionals to help her to develop and improve her practice.

It is not yet outstanding because

- The childminder's strategies for involving all parents in their children's learning are not always highly successful.
- The labelling of some resources is not well enough considered to enable children to make independent choices about what they play with.

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 spoke with the childminder and children at appropriate times during the inspection.
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living at the premises.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents through the letters provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2000. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in the Carrville area of Durham. The whole of the ground floor of the home is used for childminding, as well as the first-floor bathroom. There is an enclosed garden for outdoor play. The childminder attends various toddler groups and activities in the local community. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7.45am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at a level 3.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to enrich children's learning and maximise their progress
- extend the opportunities for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

Inspection judgements

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

The childminder is experienced and enthusiastic. She has a secure knowledge of the Early Years Foundation Stage and, as a result, children are well supported in their learning and development. The childminder records detailed observations of children as they play and uses the information to make accurate assessments of children's level of development. Observations are thorough and link to different areas of learning. Consequently, the childminder has a good knowledge of individual children and knows how to plan for their next steps in learning. The quality of teaching is good and children learn through a balance of adult-led and child-led activities. The childminder provides interesting and challenging experiences that meet the needs of all children, both within her home and on regular outings. Consequently, children are interested and keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving on to nursery or school.

The childminder joins in with the children's play sensitively, encouraging the children to have their own ideas by supporting them to play and explore. For example, they enjoy exploring the basket of kitchen utensils, with the childminder showing them the different noises they can make by banging the wooden and metal spoons. Children eagerly join in, giggling as they play. The childminder supports children's good communication and language skills. She encourages children to build their vocabulary by talking to children as they play and by introducing new words and sounds. For example, as children play with the farm animals, the childminder names them and the sounds they make, successfully encouraging them to copy her. Children enjoy sharing books with the childminder, as she reads stories to them and encourages them to join in and lift the flaps carefully. Consequently, children are developing their listening, understanding and speaking skills. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. She is particularly skilful at encouraging children to have a go at new things. Consequently, children learn to negotiate the steps on the slide or how to join the fence pieces together for the farm.

Parents comment that they are happy with the progress their children make in their learning and development. They say that their children 'become confident, happy explorers who learn new skills'. The children's learning journey files are shared with parents and the childminder keeps parents verbally informed about their child's experiences on a daily basis. However, the childminder does not use her close links with parents sufficiently well to gather in-depth information about what children are doing and achieving at home. Therefore, children's full range of experiences are not shared and taken into account when planning activities, to extend children's good learning even further.

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

Children have clearly developed close relationships with the childminder and her family. They are happy and settled in her care. The childminder is friendly and attentive to the children. This supports children's emotional well-being and results in children who are active and motivated learners. The childminder gathers information about children's individual needs, likes and dislikes and keeps a record of this to refer to. This supports the smooth move from home into the childminder's care. Children develop the confidence, independence and skills they need as they move on to the next stage in their learning at nursery or school. This is because the childminder provides them with daily opportunities to accompany older children to school. In addition, the childminder takes children to local community groups and encourages them to develop their self-care skills, such as dressing and feeding themselves.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The dining room is set up so children can independently access a wide range of toys and

activities. These include resources that reflect positive images of difference and diversity. However, not all the contents of boxes are visible or labelled to assist children in making even more informed, independent choices.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they go for daily walks and visit nearby parks. This helps children to develop an awareness of the importance of fresh air and exercise. Children learn to manage their own personal hygiene, knowing when to wash their hands. Parents provide children's meals and snacks. The childminder carefully reinforces the importance of having a healthy diet so children can grow and develop. Children learn to act in a safe manner. For example, she involves them in regular fire evacuation practices and she talks to them about road safety on outings. Alongside this, they learn to negotiate the stairs safely and to climb onto the sit-and-ride rocker carefully. Children respond well to the childminder's calm and patient manner. She gives them her full attention, which builds their self-esteem and confidence. Children behave well because the childminder is a good role model, treating them with respect and offering meaningful praise at every opportunity.

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

Children are effectively safeguarded, as the childminder has a good understanding of her role in protecting children. She has completed recent training relating to safeguarding issues and is well informed of the actions to take, should she be concerned about a child in her care. In addition, all adults living on the premises have been vetted to check that they are suitable to be in contact with children. This helps to keep children safe. The childminder has completed risk assessments and carries out regular checks to ensure that hazards are effectively identified and minimised. All documentation required to effectively safeguard children and support their welfare is in place and up-to-date, including children's details and a record of attendance.

The childminder has a good understanding of her responsibilities for meeting the requirements of the Early Years Foundation Stage. She uses her assessments of children's progress to ensure that all areas of learning are being covered and that children are making good progress in their learning and development. Partnerships with parents are good. They comment very positively about how much their children enjoy spending time with the childminder and that, 'the childminder is flexible, professional, reliable and dedicated to her job'. The childminder shares lots of information, such as her policies and procedures, with parents at the start. Further important information, such as her certificate of registration and the complaints policy are clearly displayed. This means that parents are well informed about the service she provides. The childminder has developed close relationships with the local school children attend and understands the importance of sharing information with them to promote continuity of care and learning for children.

Self-evaluation is good because the childminder is positive about developing her practice. The childminder has completed a self-evaluation document and she works closely with her

early years adviser and childminding colleagues to develop her understanding of good quality childcare. In addition, the childminder attends regular training to improve her understanding of how children learn. The childminder has identified areas she would like to develop, such as further in-depth training in safeguarding, and has addressed the recommendation raised at the previous inspection. This demonstrates a positive attitude towards continuous improvement and promotes good opportunities and experiences for all children who attend her setting.

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	313695
Local authority	Durham
Inspection number	876932
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10/05/2011
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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