

Inspection date	06/11/2014
Previous inspection date	11/10/2010

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

- 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.
- The childminder monitors all children to ensure they make good progress towards the early learning goals. Assessments are linked effectively to developmental bands, which are effective in identifying children's overall abilities, skills and progress.
- 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 means children explore the environment with confidence as their emotional well-being is very well supported.
- 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.
- Partnerships with parents and other early years settings are good and makes a strong contribution towards the childminder being able to effectively meet children's individual needs.

It is not yet outstanding because

- The childminder does not always make the most of opportunities to introduce new vocabulary during children's activities, so that they develop new words.

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 in the home.
- 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 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child in the Seaham area of County Durham. The whole of the ground floor is used for childminding. The family has a guinea pig. The childminder collects children from the local schools and nurseries. There are currently nine children on roll, six 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- make the most of opportunities to introduce new words during activities and highlight specific vocabulary or language structures to enhance children's developing language and communication even further.

Inspection judgements

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

Children make good progress because the childminder has a strong understanding of how they learn and develop. Her knowledge of child development ensures that children are supported effectively, in order to successfully be ready for school. Parents complete an 'All about me' form for their child when they start. The childminder uses this information along with 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. She uses this information to write a summary of children's progress every six months. This is shared with parents so that they can add their own comments and continue their child's learning at home. Consequently, parents have a good understanding of their children's learning. The childminder appreciates and ensures that activities are provided based on the level of learning that suits each child. This means that children with special educational needs and/or disabilities are fully included due to the childminder skilfully building on their learning.

Children are very settled with the childminder. They stay close to her side during activities as they feel secure with her and confident to explore the activity and resources independently. The childminder uses good teaching techniques and enthusiastically joins children in their play. She promotes their language development as she understands what young children are trying to communicate with her. For example, when children point to the tissue box she understands they would like to use one to wipe their nose. She repeats

words for children so that they learn how to pronounce them correctly. However, during some activities, such as play dough she does not make the most of the opportunity to enhance children's learning and language skills through introducing new words. Children do enjoy the sensory experience as they squash the play dough with their hands and make imprints using toy animals. The childminder provides nursery rhymes playing in the background understanding that children are interested in the rhymes, which promotes their learning. This leads to children spontaneously singing and doing the actions as they join in with a rhyme that they recognise. The childminder supports them as they say what is going to happen next, recognising when they say 'baby' that it is going to be a verse about the babies on the bus. From a young age the childminder encourages children's interest in books. They sit together turning the pages and talking about the pictures and what is happening on the page. This leads to children sitting and enjoying looking at books on their own. The childminder provides lots of mark-making activities for the children and supports and encourages older children as they show an interest in writing their own name. She writes their name for them to show them the letters, which leads children to make their own marks saying it is their name. Praise from the childminder encourages them to keep trying. The provision of one-handed tools such as scissors means that children learn how to cut paper. They enjoy making snips around the edge as the childminder gives them guidance on how to use them safely.

There are strong engagements with parents. The childminder is friendly and builds effective relationships with them. Parents share their hopes and concerns for their children and are fully involved in helping the childminder prepare for children's learning and welfare needs. This is due to the childminder sharing children's development records with them and regular discussions about 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 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 is patient and consistent in her expectations of children's behaviour. Children's self-esteem is promoted extremely well because the childminder uses meaningful praise, to recognise favourable behaviour and individual efforts. She is a positive role model for children, as she models good manners and respect for others. As a result, children are really well behaved, well mannered and polite towards the childminder and their friends. Children learn how to keep themselves safe and to recognise danger. For example, the childminder reminds that they need to clear some toys away from the floor in case they start to trip over them.

The childminder supports children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are a good quality and easily accessible in the conservatory on low-level shelving. This means that children can make their own choices while developing their

independence. The childminder is effective in promoting children's physical skills. Indoors they have music time where they enjoy moving their bodies in time to the music. They use the slide and push along car in the back garden and have regular outings in the local environment, such as the park and walking to and from playgroup. Visits to playgroup mean that children learn how to mix with other children and share resources. 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. She motivates children to develop their independence skills. She gives them guidance about appropriate hand washing before snack time. Children recognise their individual hand towels and use them to dry their hands, which minimises the possibility of cross-infection. At snack time children are encouraged to peel their own banana and given a choice about what else they would like to eat, such as raisins or blackcurrant flakes. The childminder promotes healthy eating as she talks to children about what is good for them and explains why sweets are not. Children are well nourished and their individual dietary needs are respected.

The childminder has excellent procedures in place to help prepare children for the next stage in their learning or to be ready for nursery and school. Children are encouraged to learn how to put on their own coats and shoes and to be independent in using the toilet. The childminder talks about the forthcoming move helping them to prepare for the new experience. Good relationships are established at nursery and the childminder shares children's development with them through a book that the nursery and parents also contribute to. This means that there is continuity in children's learning and development and they are emotionally equipped when the time for them to move comes.

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

The childminder has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended child protection training to give her a secure knowledge of how to safeguard children from abuse. The childminder is knowledgeable about the local child protection procedures and understands the correct procedures to follow if she has a concern about a child in her care. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety both in the home and on any outings. All required documentation is in place and the childminder understands the need to complete this correctly to promote children's safety and well-being. The childminder completes a range of training on a regular basis, including core training, such as first aid. Training is matched to areas for improvement identified by her. For example, she has attended understanding child-initiated play, making books and messy play.

The childminder demonstrates a secure understanding of the areas of learning and ensures her planning reflects children's needs and interests. There is a broad programme of activities offered, which enables the children to make good progress. Clear assessments, matched to the requirements of the Early Years Foundation Stage, mean that the childminder knows where each child is in their stage of learning and can identify if

there are any delays or gaps that need to be addressed. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual strengths and weaknesses. Since the last inspection, the childminder has demonstrated her continuous drive for improvement through the changes that she has implemented. She ensures that she keeps an accurate and up-to-date record of children's attendance to ensure that registration numbers are not exceeded and therefore ensure the safety of children. The childminder regularly reflects on her practice and involves children through observing what they like to do and parents through discussion to seek their views. Areas for improvement are clearly identified. For example, she has identified training courses to secure and develop her skills and knowledge in supporting children who have special educational needs and/or disabilities.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared to ensure that they are clear about how the childminder's service operates. Through written comments left with the childminder, parents suggest how much they value her. They state that they are delighted with how their children have settled. The childminder provides a nurturing environment and their children develop a great bond with her. They feel comfortable to raise any concerns with her about how things should be done with their children and feel they can confide in her. The childminder always does a handover at the beginning and end of the day so both know what kind of day or night the children have had. She has been a big influence on children's development and has given parents great peace of mind leaving the children.

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	EY408140
Local authority	Durham
Inspection number	870905
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	11/10/2010
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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