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| Inspection date | 06/11/2014 |
| Previous inspection date | 02/03/2011 |

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| 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 good understanding of how to keep children safe from harm.
- The childminder is skilled in using developmentally appropriate language and other communication methods, such as gesture, to ensure individual children can engage as fully as possible in conversation.
- The childminder plans well and provides stimulating activities according to children's interests and needs.
- The childminder has developed strong links with parents and with the children's school and nursery.

It is not yet outstanding because

- Some opportunities to promote children's independence even further are missed.

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 activities in the rooms used and toured the outdoor environment.
- The inspector discussed activities undertaken during the inspection, with the childminder.
- The inspector spoke to the childminder at suitable times throughout the inspection.
- The inspector looked at children's development files and discussed planning with the childminder.
- The inspector checked evidence of the suitability and the qualifications of the childminder.
- The inspector was unable to meet with parents on the day but took account of their views provided in letters and references.

Inspector

Trish Potts

Full report

Information about the setting

The childminder has been registered since 2002 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Hartlepool with her partner and child. The family has several pets. The whole ground floor of the house is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder operates Monday to Friday all year round, except for family holidays. There are currently four children on roll, three of whom are in the early years range. Children are cared for on a part-time basis. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide even more opportunities to encourage children's independence, for example, by allowing them to pour their own drinks at snack time.

Inspection judgements

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

The childminder is a very enthusiastic childcare practitioner. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She works closely with parents from the start to support children's learning. She gathers information from them about what their children are interested in and what they can do at home. Alongside this, she uses her own initial observations to identify children's starting points. Individual learning journals are in place for all children; these include examples of children's work, photographs and observations of them at play. Children's progress in individual activities is recorded in their development files. Children are happy and settled in the childminder's care. They are well stimulated in this welcoming and supportive environment, ensuring they feel comfortable and confident. The childminder has built up very strong relationships with parents, and communication between the childminder and parents is constant. The childminder has good links with the children's school to support their learning. This provides a good basis for children to engage in effective learning and to make good progress towards the early learning goals.

The childminder encourages children's good health. For example, she supports and encourages children's good physical development, providing opportunities for them to engage in physical exercise outdoors, which encourages the development of their physical skills. She provides healthy meals and snacks and talks to the children about different foods which are good for you. The childminder has a good understanding about how children learn through play and exploration and has organised her home to encourage children to explore and investigate. For example, she has stored activities so that they are

easily accessible to children, which allows them to choose activities according to their interests. This encourages good learning opportunities as the children are interested in what they do and their interest is sustained. The childminder is skilful in knowing when to allow children to play independently and when to intervene to enhance play. For example, by suggesting additional resources to enhance the activity or by chatting to children and showing an interest in their play. As a result, children show sustained interest and concentration in activities and are gaining skills in readiness for their next stage in learning.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check for children between the ages of two and three years. Parents write that they are happy with the progress their children make in their learning and development and that they are actively involved in their children's learning. Consequently, children make very good progress in relation to their developmental starting points. The childminder supports inclusive practice and although she is not currently caring for any children with special educational needs/disabilities or children who speak English as an additional language, she demonstrates a willingness to do so. She is also aware that all children have their individual needs and she makes every attempt to meet these.

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

Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and knows who to contact should she have any concerns. Children are further safeguarded as the childminder's home is safe and secure. The environment is kept very clean and hygienic, for example, the childminder checks and cleans toys and equipment on a weekly basis. She has good procedures to evacuate the premises in an emergency. She practises this with the children so that they can understand about their own safety. Visual risk assessments are carried out daily and there are more extensive risk assessments on file, demonstrating the childminder's acute awareness of danger, which ensures children's safety at all times.

The environment is bright and very stimulating with a display of children's work on the walls of one room. This demonstrates the value placed on children's work, building on their confidence. Children have good access to a wide range of resources, both indoors and outdoors. They are taught about healthy lifestyles during snack and meal times when discussions take place regarding foods which are healthy. Children are provided with opportunities for physical activity within the spacious indoor environment, the garden and during walks through the park on the way to and from school.

Children are very happy, settled and confident in the childminder's setting. Parents are welcomed into the childminding environment, and children can see the positive relationship between their parents and the childminder. This means children are comfortable and have trust in their learning environment. As a result, the children are confident and emotionally prepared for their learning journey. The childminder builds sensitive relationships with the children and they respond extremely well to her. As a result, children are confident to make their needs, likes and dislikes known. Children develop high self-esteem because the childminder uses very positive language when

talking about them and their family. The childminder also has very strong links with the local nursery and school. This helps her to provide good support to children, preparing them well for their move to another provider or school. Children who already attend another setting are well supported by the childminder, who encourages and supports their learning, ensuring a coordinated approach to children's learning. The childminder is a positive role model for children and has high expectations of them, encouraging good manners and thoughtful behaviour. Consequently, children behave well and understand expectations.

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

The childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded as the childminder has good systems in place to keep children safe and knows what to do in the event of a concern about a child's welfare. She is very well organised in her provision for the children in her care and has detailed policies and procedures, which underpin her good practice. These are shared with parents, who sign to say they have read and understood them. This promotes parents' understanding of the childminder's responsibilities as a childcare professional. The childminder has effective risk assessments in place to cover a wide range of eventualities and ensures children are further safeguarded by keeping the premises secure and the environment clean and hygienic at all times.

The childminder's home is warm, welcoming and well resourced and organised to allow children free choice of activities. Her organisation ensures that children can experience a wide range of activities and events which help them make good progress towards the early learning goals. Children's experiences are well recorded and these are shared with parents, along with daily diaries. Children's progress in individual activities is recorded in their development files.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and demonstrates an understanding of the importance of supporting children's learning according to their school and nursery topics. As a result, children have a more consistent approach to their learning needs. The childminder has set up effective systems to share information with parents on a daily basis, which further ensures a coordinated approach to children's learning and development. The childminder has forged strong relationships with the families of children she has cared for over the years and works well with parents and other professionals, which enables them to meet children's continually changing needs. The childminder is continually evaluating her practice by responding to parents' requests and comments about her procedures and practices. This ensures they all work together to provide the best caring and learning environment for 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

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| Unique reference number | EY224779 |
| Local authority | Hartlepool |
| Inspection number | 877394 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 02/03/2011 |
| 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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