

**Inspection date**

07/11/2014

Previous inspection date

28/04/2009

**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 good understanding of safeguarding and how to promote the health and safety of the children in her care. As a result, children are well protected.
- Children make good progress in their learning as the childminder has a very good awareness of their individual needs and fully understands how young children learn.
- The childminder and her assistant have developed positive relationships with children. They provide a welcoming and friendly environment, where children feel happy and secure.
- The childminder communicates with parents effectively. Ongoing communication means the childminder and parents work together to meet the individual needs of children.

**It is not yet outstanding because**

- Partnerships with the nursery, that some children attend, have not been robustly established to maximise continuity of learning and develop a fully effective shared approach to supporting children's best possible progress.
- Opportunities for young children to explore and investigate using all of their senses are not fully maximised. This is because they do not always have easy access to a wide variety of everyday objects and natural materials.

## 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, her assistant 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 or working at the premises.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents through completed questionnaires.

## Inspector

Karen Tervit

## Full report

### Information about the setting

The childminder registered in November 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Coulby Newham area of Middlesbrough. Her husband works as her assistant. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play. The childminder attends community groups and activities within the local area. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 13 children on roll; four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3. She 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:

- enhance partnerships with the local nursery that some minded children attend, in order to support a more shared approach to children's ongoing learning and progress
- enrich young children's opportunities for developing their senses, for example, by using natural objects and everyday items so that they can investigate and explore a wider range of sensory items and tactile materials.

## 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 the quality of her teaching is good. The childminder works closely with parents from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with her own initial observations to identify children's starting points. Individual learning journals are in place for all children, along with photographs, examples of children's work and observations of them at play. The childminder links her observations to the seven areas of learning and uses these to effectively identify the next steps in children's learning and assess their progress. In addition, the childminder has carried out progress checks for children aged between two and three years. This helps to ensure that any gaps in young children's learning are identified and plans made to support their future learning. Parents

receive regular information about their children's progress through verbal feedback, daily diaries and access to their child's individual learning journal. 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 supports children's communication and language development, using a range of questions to help them make their own choices and promote their thinking skills. For example, she involves herself in their imaginary play about being a doctor asking them, 'what do you need next?' and 'can you remember?'. She listens attentively to what they have to say and values their responses. Alongside this she extends their learning by introducing new words, such as 'thermometer' and 'stethoscope', carefully explaining and demonstrating how to use them correctly. Children are effectively supported in their physical development with outdoor play and regular trips to the nearby park, where they develop their skills on a range of challenging equipment. For example, they compete in their own mini Commonwealth games and skilfully throw the beanbags onto the different numbered foam hopscotch pieces. The childminder is skilled at giving children the opportunity to 'have a go' themselves. Consequently, they persevere in lining their cars up in size order and complete complex puzzles. The childminder has a well-stocked book area and children greatly enjoy sharing books and stories together with the childminder. Children spontaneously sing favourite rhymes and songs as they play, which promotes their language further as the childminder and other children join in. The childminder also has a range of resources to support children with their understanding of the world, including push-button toys and equipment so that children are prepared for using information and communication technology in their future learning. Children take part in a wide range of outings to support their understanding of the world around them. For example, they go on walks to feed the animals at the nearby farm and visit shops and parks.

### **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 childminder and her assistant, confidently asking for help if they need it. 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. She knows the children well and recognises when they are tired or unsure, providing them with cuddles and reassurance. As a result, children's emotional well-being is fostered well. Children establish good friendships with the other children attending the setting; this is evident as they greet each other in a warm and welcoming manner.

Children play in a well-resourced, child-friendly indoor environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. However, there are fewer natural resources suitable for babies and young children, to encourage them to investigate and explore using all of their senses.

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 and her assistant are good role models, treating them with kindness and respect. 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 takes children to local community groups and encourages them to be as independent as possible. For example, she teaches them how to manage their personal care; wash their hands by themselves and enables them to make their own choices about what they want to play with. The childminder provides a range of healthy meals and snacks. She supports children in learning to drink from a lidded cup rather than a bottle and gives children who are reluctant to try new foods lots of praise and encouragement.

The childminder is committed to encouraging a healthy lifestyle. She helps children to develop an awareness of the importance of fresh air and exercise. Children have daily opportunities to be active and have regular access to the childminder's garden. They also regularly visit local play areas and parks, which provides opportunities for children to challenge their skills and learn to take sensible risks on a wide range of larger play equipment.

### **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. She confidently describes 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 and her assistant both have a current first-aid certificate, further protecting children in the event of a minor accident or injury.

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 to help them make good progress. The childminder reflects on her practice regularly. She identifies what she does well, and also areas for development. 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 attends regular training to ensure she continually progresses in her professional development. She has completed a childcare qualification at level 3. She closely monitors the work of her assistant to ensure he follows her policies and procedures so children receive consistency in their care. The childminder encourages parents to express their views through daily conversation and questionnaires. Feedback is used to support ongoing improvements to the setting, to ensure that children receive good quality

care.

Partnerships with parents are good. As a result, feedback from parents is very positive; they say that, 'we are comfortable leaving our child as they are having so much fun'. Parents receive copies of the childminder's policies at the start of children's care, which means that they are well informed about how she and her assistant work. The childminder understands the importance of sharing information with other providers to promote continuity of care and learning. However, highly effective partnership arrangements are not fully in place with the nursery some children have recently started to attend. This is because knowledge and ideas about how to move children forward even further in their learning and development are not yet shared.

### **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

<b>Unique reference number</b>	312642
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	818956
<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>	12
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/04/2009
<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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