

<b>Inspection date</b>	10/11/2014
Previous inspection date	02/02/2011

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

### **This provision is good**

- The childminder has a positive relationship with parents and shares information on a regular basis. This results in parents being kept well informed about their child's progress and children benefiting from continuity of care and learning.
- The arrangements for safeguarding children are well established and effective policies and procedures are in place to keep them safe from harm.
- The childminder builds warm, close relationships with children and this gives them a strong sense of security.
- The childminder has a good knowledge of the Early Years Foundation Stage and how to support children's learning and development. This enables her to provide a wide range of interesting and well planned learning opportunities and activities for children.

### **It is not yet outstanding because**

- The childminder misses opportunities to extend children's already good self-help skills even further by enabling them to wash their hands independently and by involving them in preparing and serving their snack.

## 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 and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.
- The inspector took account of the views of parents provided in written form.

## Inspector

Lindsey Pollock

## Full report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Eaglescliffe. The whole of the ground floor, the main bedroom on the first floor and the garden are used for childminding. The childminder attends toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom six are in the early years age group. Children attend for a variety of sessions. The childminding provision operates all year round except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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

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

- increase the opportunities for children to be independent, for example, by involving them in food preparation at snack time and enabling them to pour their drinks and wash their own hands.

## Inspection judgements

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

The childminder has a secure understanding of how young children learn and develop. She obtains clear information about children's needs, interests and abilities from parents before children first start. This gives her a good knowledge of the children and what they know and can do. The childminder plans activities that follow children's interests and the next steps for their development that she has identified through her observations. This means children are motivated to learn, make good progress in their development and gain the knowledge and attitudes they need to be ready for school. The childminder involves parents well in their child's learning. She shares information with them verbally and also provides them with their child's development files to discuss with her. She completes regular assessments and when appropriate, completes a progress check for children aged between two and three years, which she shares with parents. Any areas of concern are quickly highlighted and steps are taken, in consultation with parents, to further support the child. Parents speak very positively of the progress their children make while in the care of the childminder.

The childminder chats to children as they play about what they are doing and what they plan to do next. This helps promote children's thinking and communication skills. She reinforces very young children's language skills as she repeats back their sounds, putting them into words so they begin to understand they have meaning. Children's interest in

make-believe play is recognised and encouraged. The childminder provides a variety for familiar resources reflecting everyday life, such as kitchen items and telephones, which children use well to engage in sustained play telephoning their mummy and making cups of tea. She gives children the time and freedom to become deeply involved in this play and helps them, as needed, to do what they are trying to do without taking over or directing. The childminder knows that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. She talks to children about the world in which they live and uses the local community well to provide different experiences. A wide range of resources are provided, such as, paint, dough and natural materials, so that children can delight in sensory exploration and develop their creativity. The childminder supports children to become independent in some self-care routines. For example, she gives them the time to persevere with putting on their own coats and shoes and encourages them to feed themselves. This helps children's to learn valuable skills in preparation for nursery and school. However, she misses opportunities to promote this even further as children are not enabled to wash their hands independently or involved in preparing their own snack when this is appropriate.

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

The childminder provides a welcoming environment in which children show they are confident and settled from a young age. Children feel sufficiently secure to separate from their parents confidently and are clearly happy to be left with the childminder. Parents say that their children are always delighted to be in the childminder's care. Genuine bonds between children and the childminder are evident and they approach her with much trust and affection. The childminder fully recognises and respects that parents know their children best and she works very closely with them to meet children's individual needs. She spends lots of time getting to know children's routines, likes and dislikes. This helps to ease the move between home and her care and means parents can leave their child in the full knowledge and confidence that they will be well looked after.

The childminder is a good role model for children. She is warm and caring and encourages children to show respect for each other. Children are supported to share and take turns and be kind to each other. This helps them to manage their own behaviour effectively and as a result, children behave well. The childminder takes children to groups and on outings and as a result, they learn how to adapt their behaviour to different social situations. This prepares them well for nursery and school. The childminder helps children to learn to assess risks by talking to them about potential dangers and what they need to do protect themselves from harm. For example, clear messages are given about safe behaviour when on outings and about what children need to do should smoke alarms activate.

Effective arrangements are in place to support children's good health. The childminder talks to children about what foods are good for them and provides them with nutritious snacks and plenty of drinks. She fully recognises that time spent outdoors supports many aspects of children's health. She takes children on lots of visits to local parks and the local forest school as well as making good use of her garden and nearby nature areas. Children

play with a wide range of equipment, such as toys to ride on and slides. Furthermore, the premises and resources are clean, which provides children with a hygienic environment to play in and reduces the risk of spreading infections. The childminder has robust policies and procedures in place for the safe administration of medication and dealing with accidents. This supports children's physical development, health and well-being.

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

The childminder manages her provision safely and efficiently and fully meets the legal requirements of the Early Years Foundation Stage. She has effective procedures in place to safeguard children. She has a good understanding of the procedures to follow if she has concerns about a child. She follows the Local Safeguarding Children Board guidance and completes frequent child protection training to ensure she has up-to-date knowledge and information. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. Risk assessments are thorough and completed for the premises and for the various outings undertaken with children. This helps the childminder to identify potential dangers and minimise these in order to keep children safe. The childminder monitors the activities she provides to ensure they reflect children's interests and developmental needs. In addition, she carefully monitors, assesses and tracks children's progress to make sure activities correctly focus on the individual child's development stage and age.

The childminder demonstrates a good commitment to improving her service, and has a positive attitude towards providing good quality of care for children. She evaluates her practices to decide how to develop them. Parents and children are asked for their views and these are valued and considered. The childminder has very good links with the local authority, with whom she has been working to improve her practice in order to meet the action and recommendations made at her last inspection. She has successfully addressed all of these areas and this has had a positive impact on children's welfare, learning and development. For example, she now shares information about children's learning and development with parents to ensure both parties are working together to help children make as much progress as possible.

Partnerships with parents are strong and contribute greatly to children's well-being. Parents speak very highly of the childminder describing her as being friendly, approachable and welcoming and commenting on how well she communicates with them. The childminder verbally shares information about the children's welfare and care on an ongoing basis and also completes a daily diary so that parents are fully informed about their child's care. The childminder endeavours to ensure there is effective communication between the different settings that children attend as she recognises this is vital to ensure children's needs are met and there is continuity in their learning.

### **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>	EY414458
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	879827
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2011
<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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