

Inspection date	19/11/2014
Previous inspection date	30/06/2010

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 very robust safeguarding procedures, which keeps the children safe from harm. Policies and procedures underpin the childminder's good safeguarding practice.
- The childminder has built up very close relationships with children, and as a result, is very sensitive to their needs and skilled in building their self-confidence.
- The childminder's organisation is very effective. Paperwork is kept up to date and procedures followed rigorously, meeting the requirements of the Early Years Foundation Stage.
- The childminder is skilled in the evaluation of her provision. She is able to see where procedures and activities can be improved to provide children with maximum opportunities for learning.

It is not yet outstanding because

- The childminder sometimes misses opportunities to encourage children's independence. For example, by allowing them to help with preparation of activities and by being allowed to see the choices of and serve themselves with food and drink at snacktime.
- Children cannot easily see or access drawing and writing materials, which means they cannot freely practise early writing skills.

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 had a tour of the outdoor environment.
- The inspector discussed an activity undertaken during the inspection, with the childminder.
- The inspector spoke to the children and the childminder at suitable times, throughout the inspection.
- The inspector looked at children's assessment files and discussed planning.
- 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.

Inspector

Trish Potts

Full report

Information about the setting

The childminder has been registered since 1994. She lives in the Eston area of Middlesbrough with her husband. The childminder works with an assistant. The house is situated within easy reach of local amenities including schools, parks, shops, a playgroup, a nursery and several toddler groups. The whole of the ground floor with the exception of the conservatory is used for childminding purposes as well as the bathroom and a bedroom on the first floor. There is also an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the Professional Association for Childcare and Early Years. There are currently four children on roll, all of whom are in the early years range. Children are cared for on a part-time basis.

What the setting needs to do to improve further

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

- provide opportunities for children to be more independent, for example, by allowing them to help with preparation of activities and by being allowed to see the choices of and serve themselves with food and drink at snacktime
- extend opportunities for children to develop their early writing skills, for example, by having mark-making materials more visible and available to children.

Inspection judgements

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

The childminder is a very experienced childcare practitioner. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder has been caring for children alongside her husband, who is also her assistant, for many years and children are happy and settled in their care. The childminder 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 observations of particular activities. The childminder links these to the seven areas of learning and uses them effectively to assess children's development and to identify the next steps in children's learning. Children are well stimulated in this welcoming and supportive environment, ensuring they feel comfortable and confident. The childminder and her assistant have built up very strong relationships with parents and the childminder

liaises well with the nursery to support children's learning. The childminder has built up very strong relationships with parents and liaises well with the nursery to support children's learning. This provides a good basis for children to engage in effective learning and to reach their expected targets in the Early Years Foundation Stage. The childminder tailors activities to suit children's interests and 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 supports and encourages children in the development of their physical skills providing many opportunities for energetic play outdoors in the garden and at local parks. Children take part in activities, which encourage their physical development while learning about the living world. For example, they visit the local parks where they can engage in physical activity and go to visit the pets corner where they can learn about the animals that are kept there. The childminder demonstrates a clear understanding of her responsibilities relating to the progress check for children between the ages of two and three years and there are copies of some assessments within children's development files. These have been shared with parents and the childminder has advised parents to share the information within the assessment, with health visitors. This will ensure, children will receive any support they need. Parents comment that they are very happy with the progress their children make in their learning and development. They are actively involved in their children's learning. For example, the childminder shares their children's learning journal files with them and parents add their own comments. They regularly discuss children's achievements together and children's next steps for learning. Consequently, children make very good progress in relation to their developmental starting points. The childminder supports inclusive practice. She is also aware that all children have their individual needs and she makes every attempt to meet these needs.

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

The childminder recognises the importance of children feeling comfortable and secure from the start, and tailors settling-in procedures to meet their individual needs. She talks to parents about children's individual care needs before they start and makes certain that this exchange of information is maintained throughout their time with her. This means that the childminder is consistently able to provide individualised care. As a result, children are well settled and have formed close, secure relationships with the childminder and her assistant.

The childminder uses a positive, calm and consistent approach with children when managing behaviour, which takes into account children's understanding and stage of development. The childminder is a good role model for children, treating them with respect and modelling good manners. Consequently, children behave well, recognising boundaries and responding to expectations. Children are becoming increasingly independent. For example, younger children cooperate when having their nappies changed and are beginning to feed themselves, although there are some missed opportunities for children to make informed choices regarding snack foods. The childminder plans activities according to children's interests, which helps to sustain their

concentration. She plans group activities to encourage sharing and turn taking. This is developed further by attending community groups so that she can support children to play alongside others and develop their confidence in larger groups. These skills prepare children well for the next stage in their learning.

The childminder's home is very welcoming. The living room is set up so children can mostly, independently access a wide range of toys and activities. A display of children's work helps to provide a welcoming environment, promotes self-esteem and helps children to develop a sense of belonging. The childminder positively promotes children's good health. She takes children out most days, enabling them to be physically active and benefit from fresh air. The childminder helps children to begin to learn how to keep themselves safe. For example, she talks to children about safety issues throughout the day, such as the importance of not climbing on the furniture. The childminder promotes children's good health. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. Information about children's dietary needs is requested from parents and a good range of healthy nutritious meals and snacks is provided by the childminder. Children are taught about the importance of good dental hygiene and are encouraged to brush their teeth after lunch, which further promotes their good health.

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

The childminder demonstrates a good understanding of her responsibility to ensure that she meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. The childminder has a comprehensive set of policies and procedures in place which underpin her good practice. Children are effectively safeguarded as the childminder attends regular safeguarding training and has a good understanding of the signs and symptoms of abuse and knows who to contact should she have a concern about a child's welfare. Children are further safeguarded as the childminder's home is safe and secure and doors are kept locked at all times. There are a range of risk assessments in place, which further demonstrate the childminder's commitment to keeping children safe and secure.

The childminder has a range of policies and procedures in place which are shared with parents. This promotes parent's understanding of the childminder's responsibilities as a childcare professional. The childminder and her assistant have forged strong, trusting relationships with parents and work well with them to ensure they share a coordinated approach to children's learning and development and in meeting their changing needs. The childminder is aware of the importance of working in partnership with other professionals to meet the needs of individual children and has experience of working with other professionals in order to provide the support children need. The childminder and her assistant work well together. The childminder is responsible for day-to-day care of the children and her assistant transports the children to and from school. The childminder regularly attends training courses, including paediatric first aid and safeguarding, in order to support her work and keep up to date with changing legislation and guidelines. She also

oversees and ensures her assistant's practice and ensures that he attends paediatric first-aid training in order to ensure the well-being of the children. The childminder continually evaluates her practice and has completed a self-evaluation form which includes areas for development which she has identified.

The childminder provides activities to suit the needs of children across all stages of development. She regularly assesses children's development and plans well for their next steps in learning. Parents are consulted about children's development and the childminder works with them and with the children's nursery to support the learning process. This ensures a coordinated approach to children's learning, maximising learning opportunities. The childminder does not currently care for any children with special educational needs and/or disabilities or children who speak English as an additional language. However, she has done so in the past and has a clear understanding of the importance of working closely with all those involved in children's care and learning, in order to support children effectively to reach their full potential.

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	312752
Local authority	Redcar & Cleveland
Inspection number	876913
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	30/06/2010
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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