

Inspection date	19/11/2014
Previous inspection date	11/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 promotes very young children's early communication and language skills very well. She sensitively communicates with them and talks about what she is doing and what is happening during everyday routines and their play.
- The quality of teaching is good. The childminder understands how young children learn and develop, which results in them making good progress in her setting.
- The childminder has good bonds with children. This ensures they feel safe and secure and explore with confidence as their emotional well-being is very well supported.
- The childminder has a good understanding of the safeguarding and welfare requirements. There are robust policies and procedures in place. As a result, the children in her care are safe and well protected.
- Positive and trusting partnerships have been established with parents to support continuity of children's care, learning and development. This means children's individual needs are effectively met.

It is not yet outstanding because

- Children's learning and enjoyment are not fully maximised through highly stimulating play experiences because they do not have access to more natural open-ended play resources and household materials for exploration.
- The childminder does not always promote the importance of hand washing prior to snack time, to consistently develop children's understanding of healthy practices.

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 looked at children's assessment records and a range of other documentation, including the safeguarding procedures, accident and medication records.
- The inspector observed the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector checked evidence of the childminder and other household members' suitability, her qualifications, self-evaluation and improvement plan.
- The inspector took account of the views of parents, through their written feedback to the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Julie Campbell

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Ouston, Chester-le-Street. Children have use of the sitting room, kitchen, dining room, hall and first floor bathroom. There is an enclosed play area to the rear of the house, which children are able to access for outdoor play. The family has a pet dog. The childminder attends the local toddler groups and takes children to the local park and library. There are 10 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

What the setting needs to do to improve further

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

- provide more open-ended play resources that can be used in an imaginative way, for example, lengths of fabric, tarpaulins, cardboard boxes of various sizes and real-life objects
- extend children's understanding of healthy practices by consistently promoting the importance of washing their hands prior to snack time.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a broad and balanced range of experiences to support children's learning across all seven areas. Anecdotal observations of children's activities are frequently recorded and photographs are taken to support observations. Through accurate observation and assessment the childminder effectively identifies the next steps in children's development and provides experiences accordingly. There are good systems in place to gain initial information from parents about children's interests and capabilities, which the childminder uses effectively to plan activities to help children settle. She successfully builds on their interests and plans activities in both the prime and specific areas to ensure children make progress. As a result, children are making good progress from their initial starting points.

The childminder provides a warm, welcoming environment where children feel settled and secure. This helps them to play and learn. The childminder rotates her toys and resources to provide variety. They are easily accessible to encourage children to choose what they would like to play with. The childminder has labelled the toys and resources within the

environment to help younger children identify them. This also helps them learn that print carries meaning. However, the range of equipment available does not routinely include open-ended resources, which children can use, move and combine in a variety of ways. This means opportunities for them to play and explore imaginatively are less well promoted. The childminder completes the progress check for children between the ages of two and three years and this is shared with parents. This means that, if needed, the childminder can ensure that gaps in learning and development are identified and narrowed. Consequently, children are gaining valuable skills and making good progress in their learning, preparing them well for the future.

Children enjoy a variety of learning opportunities that the childminder supports well. They enjoy pretend play with the role-play kitchen and have use of a good range of resources. The childminder interacts very well with the children as they play. She uses children's pretend play to help them to learn the names of fruit and vegetables. The childminder sensitively repeats phrases and sentences back to children when they pronounce words incorrectly. For example, when a child says 'nana' the childminder repeats 'banana'. This helps to extend their early language skills. The childminder takes advantage of everyday opportunities to encourage children's mathematical skills. For example, the childminder begins to sing, 'five little monkeys', purposefully missing out numbers so that the children will join in. The childminder plans a broad range of craft activities. Children are given time to complete the craft activity to their own satisfaction, using their own ideas and imagination. This encourages their creativity and creative thinking. Children have regular outings to places of interest to help them to learn about their local community and the wider world. These include visits to the park, library and playgroup. The childminder meets up with other childminders and their children regularly. This gives children the opportunity to make new friends in readiness for starting pre-school and school.

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

Positive relationships exist between the children and the childminder. She gives the children constant praise and encouragement as they play. This promotes children's self-esteem and confidence. She has high expectations of the children and they are happy to engage in play and are given every opportunity to practise new skills. The childminder interacts with children in a warm and caring manner. Children smile and laugh as they spend time with her. She is warm and caring towards them. She is sensitive to the individual needs of the children. For example, she promptly responds when a young child is unsure of the inspector, by providing cuddles and reassurance. As a result, the attachments between her and the children are very strong and promote children's well-being. Children are happy, settled and developing the emotional security needed to help them cope with moving on to other settings and school when the time comes.

Behaviour is good. The childminder teaches children to share, take turns and learn right from wrong. The childminder is a very good role model and she is polite and respectful to the children, who are encouraged to use good manners and be kind and caring to each other. Good behaviour is valued and encouraged by the childminder. Children receive clear messages from her on how to behave. For example, she reminds the children about sitting when eating. The children listen well and follow the childminder's instructions. She links

closely with parents to make sure they work together to provide a consistent approach when dealing with any behaviour issues. Children accompany the childminder on the daily school run so they get to socialise with older children attending school. The childminder uses these opportunities as a focus for discussion with children. This helps them prepare for their next stage of learning or their move on to school.

Children's safety is a high priority. The childminder completes careful risk assessments on her home and for any outings, to help her identify and minimise hazards to children. Children's safety, health and well-being are extremely well promoted through the childminder's clear and consistent policies and practice. Children are learning to take responsibility for their own safety as they are taught how to keep themselves safe. The childminder gently reminds the children to be careful as they play. For example, children know to remove their socks when playing on the wooden floor so they do not slip. The childminder promotes children's physical well-being and ensures they develop an understanding of healthy lifestyles. She offers healthy snacks and provides opportunities to talk to children about keeping fit, healthy and safe within their environment. Overall, children are able to manage their own personal hygiene needs well. However, on occasions before children eat snack, the childminder does not always reinforce the importance of washing their hands.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a good knowledge of safeguarding and knows what to do if she has any concerns about a child's welfare. She has policies and procedures, which she shares with parents during the settling-in process. These include a complaints policy and a detailed safeguarding policy, which covers the safe use of mobile phones and cameras in the setting. The childminder is confident of the action required in the event of an allegation being made against herself or a member of the family. The required Disclosure and Barring Service checks have been completed on family members. The home is secure and robust safety and security procedures ensure children are well protected. This means that they are safe and secure when in her care.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She is able to plan and provide activities for children of different ages and stages of development. She regularly monitors and evaluates the play and learning that she provides, which ensures that progress is made by all children. The childminder demonstrates a suitable attitude to developing her practice and has made progress since her last inspection; this includes developing the systems for self-evaluation and observation. The childminder effectively reflects on her practice and is targeting areas for development that will bring about the most improvement for children.

Partnerships with parents are good. Parents' written comments indicate their satisfaction with the childminder's service. Parents comment that their children receive 'high personal quality care' and that 'excellent relationships' are established. Parents also comment that they are well informed of their children's learning and that the childminder has 'made the

transition to school life a lot easier'. A wide range of information is shared with parents prior to the child commencing with the childminder, so parents are fully informed of her policies and procedures. The childminder regularly shares observations and learning journals with parents. They are routinely encouraged to contribute into their child's learning journal. This means that parents are fully involved in their children's learning and contribute to the good progress children make. The childminder fully understands the importance of working with other settings and professionals, in order to promote continuity in children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY395923
Local authority	Durham
Inspection number	859743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/12/2009
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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