

Inspection date	21/11/2014
Previous inspection date	28/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder plans appropriate activities and experiences based on children's interests. Consequently, children make some suitable progress in their learning.
- Children develop a strong attachment to the childminder. As a result, children confidently explore the environment as their emotional well-being is supported.
- The childminder has a suitable understanding of safeguarding and how to promote the health and safety of children in her care. As a result, children are well protected.

It is not yet good because

- Opportunities for parents to provide information about what their children are doing and achieving at home are not yet fully in place to provide accurate information from which to plan for their future learning.
- There are fewer open-ended and natural resources for younger children to explore, which limits opportunities for them to learn through sensory experiences.
- Self-evaluation is not sufficiently developed to enable the childminder to effectively identify and target priorities for continued improvement of the provision.

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 had a tour of the premises.
- The inspector observed children's play and adult and child interactions.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at children's learning journal records and a range of other documentation.
- The inspector checked evidence of suitability of adults living on the premises.
- The inspector took account the written views of parents and children.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in Guisborough in Cleveland. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed rear garden available for outside play. The family has a dog as a pet. The childminder collects children from local schools and pre-schools. There are currently five children on roll, of whom two are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide opportunities for parents to contribute more information about what their children can do at home and use this shared knowledge to plan precisely and move children further forward in their learning.

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

- extend the use of open-ended and natural resources, such as treasure baskets, to inspire and encourage young children to explore using all their senses
- ensure self-evaluation processes clearly identify and prioritise areas of development in order to strengthen and drive continued improvement of the provision.

Inspection judgements

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

The childminder has a reasonable knowledge of the Early Years Foundation Stage and how young children learn. She meets with parents before children start to gather basic information about what their children can already do and what their interests are. Consequently, she gains an acceptable understanding of children's development from the start. The childminder observes children as they play and plans generally suitable activities and experiences according to their age and stage of development. She makes assessments of their progress, which helps her to plan some appropriate next steps in children's learning. This includes the progress check for children aged between two and

three years. As a result, children make some suitable progress in their learning.

The childminder provides support, encouragement and guidance. She is friendly and approachable, and children show developing confidence in their surroundings. The childminder continually talks to children about what they are doing as they play and links this to children's own experiences. She repeats single words back to young children to embed their use and understanding of language. For example, the childminder encourages young children to say hello to daddy as they hold a toy phone to their ear and babble sounds into the receiver. This helps children to build confidence in their listening and language skills. The childminder supports young children to gain an understanding of how things work. For example, children copy the action as the childminder models pressing a button so an animal pops up on an interactive toy. She gives plenty of praise and as a result, children are motivated to repeat the action and gain an awareness of what they can do. Children have suitable opportunities to be creative and experiment with sound. For example, children show great enjoyment as they hold and shake the tambourine enthusiastically. The childminder supports children's physical development appropriately by encouraging them to crawl towards objects they show an interest in. However, there are fewer open-ended and natural resources for younger children to explore which limits opportunities for them to learn through sensory experiences.

The childminder shares developmental assessments with parents. She verbally keeps parents suitably informed of their child's care and learning needs on a daily basis. Parents have regular access to their child's learning record. However, opportunities for parents to provide more information about what their children are doing and achieving at home are not yet fully in place to provide the childminder with a full and accurate picture of children's progress, from which to plan precisely for their future learning. This means children do not always make consistently good progress in their learning.

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

The childminder has warm, positive relationships with children in her care. She operates a gradual admission process and parents are welcomed into the setting to discuss the individual needs of children. Therefore, children settle quickly and happily and confidently explore the surroundings. She completes an All about me form with parents, to find out about children's care arrangements, routines and likes. This information sharing contributes to promoting continuity in children's care. The childminder welcomes the children with ease and is responsive to their needs, which helps them feel accepted, secure and valued. She provides physical reassurance and readily provides emotional support. For example, she recognises when young children are tired and snuggles them in. This provides children with reassurance and contributes to their emotional well-being. Children clearly show they enjoy the childminder's company, and as a result, healthy, secure attachments have been made. This security supports children's growing independence and motivation to learn and supports them emotionally to be prepared for the next stage in their learning.

The childminder's home is clean, safe and welcoming. She assesses the environment for risks and puts appropriate measures into place, such as the use of safety gates, to ensure

children's safety. Regular checks are made on sleeping children and evacuation procedures are practised regularly. Consequently, children play and explore in a safe environment. There is plenty of space for children to develop their physical skills. For example, young children are encouraged to pull themselves up safely using the settee as they play in the main room. There is an enclosed rear garden for children to move in different ways and negotiate gradients and surfaces, such as grass. Children gain a curiosity about the world in which they live by hunting for bugs and through numerous visits to interesting places, such as, the park, woods, seaside and museum. Children are supported to develop independence and make choices, for example, they are encouraged to choose and access their own toys and resources.

The childminder is committed to encouraging children to maintain a healthy lifestyle. She supports parents to provide healthy packed lunches and ensures fruit and fresh drinking water is always available to children. The childminder encourages children to try new tastes and textures and talks to children about the tastes they experience. For example, babies pull facial expressions to communicate the taste of the sour nectarine. The childminder promotes good hygiene procedures and supports children to clean their hands before they eat. Processes around nappy changing promote cleanliness. As a result, children are beginning to learn how they can keep themselves healthy.

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

The childminder has a satisfactory understanding of the procedures to follow should she have a concern about their welfare in order to safeguard children. She recognises that children might be at risk of harm and knows how to liaise with appropriate agencies should she have a child protection concern. The childminder has ensured that all suitability checks have been carried out for everyone over the age of 16 years living in the household. Written risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify dangers and the appropriate steps to take to eliminate risk and keep children safe and secure. The childminder holds a current paediatric first-aid certificate and relevant insurance. Detailed policies and record keeping, for example, accident and injury forms, help to ensure children's safety. As a result, children are well protected.

The childminder keeps herself updated on relevant training. She has suitably addressed the recommendations from her previous inspection. She consults with parents and observes children while they play, which helps her to further develop activities and experiences for learning. Subsequently, parents and children feel listened to. However, self-evaluation is yet to be developed further to enable the childminder to effectively identify and target priorities for continued improvement of the provision. Consequently, the impact of sustained improvement of the provision on children's learning and development is not fully clear.

The childminder has a reasonable understanding of the importance of partnership working with others and is able to describe how she would build partnerships as and when

needed. The childminder is aware of the benefits for children so as to promote continuity in their learning. The childminder has sound relationships with parents. They discuss and share basic information about their children and work sufficiently together to meet children's care needs. However, there are limited opportunities for parents to contribute more information about what their children can do at home. This means shared knowledge is not being used effectively enough to move children even further forward in their learning. Written correspondence from parents show they are happy that their child feels like part of the childminder's 'lovely family'. Thank you cards are lovingly written by children who thank the childminder for looking after them and state she is 'the best childminder in the world'.

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	312727
Local authority	Redcar & Cleveland
Inspection number	876911
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/02/2011
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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