

<b>Inspection date</b>	27/11/2014
Previous inspection date	10/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children's health and well-being are a priority and appropriate safeguarding procedures are in place to protect them from harm. The childminder has effective policies and procedures to support her practice, which she shares with parents.
- Partnerships with parents are good. The childminder ensures that relationships with children and their families are well established, promoting continuity of care.
- Settling-in arrangements for children are well established. A good range of information is gathered from parents, resulting in good links with home and happy, secure attachments for all children.
- The childminder provides varied educational programmes for children. Activities are tailored to their individual needs and interests. As a result, children enjoy their time at the childminder's home and make good progress in their learning and development.

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

- The childminder does not use photographs of children, their families and other special people to extend the educational programme for communication and language development even further.
- Natural and household objects are not offered to babies and toddlers to provide an additional opportunity to encourage their concentration and exploration and to stimulate all their senses.

## 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 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 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Spennymoor. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, of whom four 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.

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

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

- use familiar photographs to introduce new words, encourage responses and to give children opportunities to recall experiences to further develop their communication and language skills
- create an additional rich learning experience by offering natural and household objects to babies and toddlers to encourage their concentration and exploration and to stimulate all their senses.

## 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 children with a broad range of fun activities that cover all areas of learning. Consequently, children make good progress in the childminder's care. The childminder talks to parents about what children know and can do and uses this information to plan activities that she knows they will enjoy. She undertakes regular observations to monitor their progress and to help her with ongoing activity planning, to help children gain the skills, which they will need in readiness for school and future life. Arrangements are in place to complete the progress check for children aged between two and three years, when this is appropriate. The childminder keeps parents fully informed of their child's learning and achievements and both parties work well together to promote their development.

The childminder supports children to develop their skills in communication and language. She uses everyday routines, such as nappy changing times and mealtimes to sing with, talk to and encourage babies and young children to vocalise. Children enjoy showing the

photographs in their learning journals to the inspector and this prompts much conversation. However, the childminder does not routinely use these or other familiar photographs to introduce new words and encourage responses from children and to give them opportunities to recall experiences. The childminder provides children with a range of materials, such as dough, paint, water and sand, to give them the opportunity to be creative and delight in mess making. Good use is made of community groups to enable children to play in larger groups in preparation for transition to nursery and school. It also gives children access to additional toys and activities to promote their learning even further. Toys are in good condition and are easily accessible to children to help develop their independence. Although, the childminder ensures that resources are plentiful, she does not offer natural and household objects to babies and toddlers as an additional way to encourage their concentration and exploration and to stimulate all their senses further.

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

The childminder is warm, caring and nurturing. As a result, children are content and happy in her care. They are clearly very attached to her and her family and close bonds are evident. Care needs and routines are discussed in detail and agreed with parents prior to children starting in her care, enabling them to settle quickly and benefit from consistent care that fully meets their individual needs. Consequently, children develop emotional stability and resilience and they are prepared well for future learning.

The childminder helps children to understand how to manage their behaviour and to understand the need for boundaries. She has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. The childminder is sensitive to children's stage of development when managing behaviour. For example, she duplicates some resources to reduce conflict when caring for the youngest children. Children develop good self-esteem and confidence because of the genuine praise and encouragement, which they receive for their achievements. Resources that reflect positive images of race, culture, gender and disability are evident in the setting. This raises children's awareness of the wider world and supports them to respect and value differences. Independence and self-care skills are developed well as the childminder encourages children to try to do things by themselves before offering assistance, such as feeding themselves and putting on their shoes. As children develop, the childminder teaches them how to keep themselves safe. She supports them in assessing risks for themselves, as they walk to and from nursery and school and about potential dangers from strangers.

The childminder promotes children's health well. She encourages children to use the garden daily to enjoy the fresh air and takes them regularly to parks. This helps them to learn that exercise is pleasurable and good for them. Good standards of cleanliness are maintained throughout all childminding areas to help reduce the risk of cross-infection. Parents currently provide main meals for children but the childminder provides healthy and nutritious snacks to further promote their health.

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

The childminder demonstrates a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and has systems in place to identify and act on any potential concerns and keep children safe from harm. Checks have been completed on the adults in the home to ensure that they are suitable. The childminder is very conscientious about keeping children safe and appropriately supervises them at all times. Furthermore, the childminder undertakes first-aid training to ensure she has the knowledge of how to deal with any medical emergencies. The required documentation that helps support children's continued safety and welfare is in place. This includes attendance records, accident and injury forms and detailed children's records, which remain confidential and securely stored. The childminder also has a good understanding of her responsibilities in meeting the learning and development requirements. She monitors the educational programmes to ensure that all areas of learning are covered. As a result, she has a good overview of the level of development of the children in her care. Also, she plans a good range of activities to meet their learning needs.

The childminder is reflective and is able to effectively evaluate her practice to bring about improvement. She reads information and guidance to support her in her childminding role and liaises with family members, who work in the early years sector to share good practice. Feedback from parents and children is very much valued and welcomed. Recommendations made at the last inspection are met and enhance the quality of care provided for children. For example, the childminder has continued to develop the systems for observation and activity planning to further support children's development.

The childminder has strong relationships with parents and they speak very highly of the care received by their children. She regularly shares information about children's routines and the activities, which they complete. Also, she welcomes daily discussions to maintain effective communication. Parents receive lots of information about the childminding service, such as documented policies and procedures. The childminder endeavours to build good partnerships with other early years settings that the children may attend, to ensure there is continuity in their care, learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	313739
<b>Local authority</b>	Durham
<b>Inspection number</b>	865038
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2009
<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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