

**Inspection date**

27/11/2014

Previous inspection date

10/03/2010

**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**

- Teaching is good because the childminder understands how young children learn. She plans and provides a variety of activities to support the children's individual interests and their next steps. This ensures that all children make good progress.
- The childminder has a good understanding of how to safeguard children. Daily checks of the premises, and a clear understanding of the procedures to follow should she have concerns about a child's welfare, ensure children are protected while in her care.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes their emotional well-being effectively.
- The childminder updates her knowledge through attending relevant training, and works closely with other professionals to help her to develop and improve her practice.

**It is not yet outstanding because**

- Children are not always well supported to make independent choices in their play because they cannot easily understand what is available for them to choose from.
- The childminder does not always take the opportunity to gather ongoing feedback from parents about what children's interests are at home, to help further with activity planning.

## 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 the 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

Maureen Sheekey

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three of her children in a house in Littletown near Durham. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a local toddler group and activities at the local children's centre. She visits the park on a regular basis. She takes and collects children from the local schools and pre-schools. There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round from 7am 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 further improve the quality of the early years provision the provider should:

- help children to make more independent choices in their play by, for example, using picture and words to label storage boxes so they can more easily understand what is available
- develop further opportunities for parents to share details of what their children do at home, so that this can be taken into account when planning activities, to extend children's learning even further.

## Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and develop. Therefore, children make good progress and gain the skills they need in readiness for school. The childminder plans an exciting range of adult-led activities and supports child-initiated activities to ensure children learn through play. Observation and assessment are used effectively to plan for children's next steps in learning. The childminder makes good use of relevant guidance documents to determine the level of children's achievements. The childminder observes children on entry so that she can assess where they are in their development, she includes information gathered from parents before children start at the setting. However, she does not consistently gather ongoing feedback from parents about what children's interests are at home, to help further with activity planning. The childminder completes the progress check for children aged between two and three years, and this is shared effectively with parents so any gaps in learning are quickly identified and can be addressed, with help from other professionals if necessary. Each child has a well-presented learning journal containing many observations and the children's

development records. The children also have diaries, which contain information on the activities they have been doing, and include photographs and examples of their work. Parents are encouraged by the childminder to share them with family members, so all those involved with children are well informed about their achievements at the setting.

The childminder encourages and supports children's play and ensures that they have plenty of time, resources and the space to learn. She takes the children to a local toddler group and to activities at the local children's centre so they learn to make friends and socialise. Children's language and communication are supported well because the childminder listens, shows interest and responds to what they are telling her. She talks with the children, repeating phrases and extending sentences, as she helps them to clarify their thoughts and to help them hear correct pronunciations. The childminder is skilled at recognising when children are not reaching their expected areas of development. Consequently, she puts strategies in place and works closely with the parents and other professionals to ensure that there is a coordinated approach to support the children's progress. Children's early literacy skills are effectively developed as they choose books each week from the local library, as well as from the range of books the childminder provides. The children have favourite songs that they sing with the childminder, for example, they have recently learnt one about a frog at one of the groups they attend. They join in enthusiastically with the song and actions as it is now one of their favourites.

Children are encouraged to share toys and play together, to promote their social skills in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills. The childminder follows children's lead, for example, she responds to their interest in cutting when they are playing with malleable materials, and sensitively joins in and extends their play. She models how to press the top of a toy to make the dough hair, grow which they then cut off. This stimulates the children to have a go themselves and to copy her actions. She praises their efforts and this encourages them to persevere until they have achieved their aim. The childminder helps children to learn, by talking to them and posing questions to make them think. For example, she asks them to identify the colours of items during an activity, which then progresses so she asks them about the colours of the clothes they are wearing and then, their favourite colour. Children have plenty of opportunities to spend time in the fresh air and take part in exercise. They enjoy trips to local places of interest, such as the park, and love playing outside in the garden. This promotes their physical development as well as increasing their understanding of the natural world. In addition, children also learn how to care for living things, as there are two chickens kept in the garden who produce eggs for the family to use.

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

Children have clearly developed close relationships with the childminder. They are happy and settled in her care, she knows them very well and understands their needs and interests. This supports children's emotional well-being and results in children who are active and keen learners. Prior to children starting, introductory visits to the childminder's home are arranged and tailored to suit each child. This enables the childminder to talk at length with parents and to gather valuable information regarding home routines, including

likes, dislikes, and interests. This supports the smooth move from home into the childminder's care. Children develop the confidence, independence and skills they need as they move on to the next stage in their learning at nursery or school. This is because the childminder provides them with daily opportunities to accompany older children to and from school. In addition, the childminder takes children to local community groups and encourages them to develop their self-care skills, such as dressing and feeding themselves when they have snack and at meal times.

Children play in a child friendly, safe environment with age-appropriate toys and equipment that effectively support their overall well-being and care. The dining room is set up so children can use a good range of toys and activities. These include resources that reflect positive images of difference and diversity. However, storage arrangements mean that children cannot always readily understand what is available for them to choose from. Children respond well to the childminder's calm and patient manner. She gives them her full attention, which builds on their self-esteem and confidence. Children behave well because the childminder is a good role model, treating them with respect and offering meaningful praise at every opportunity. She encourages sharing and turn taking, she gets down to their level and explains to the children about being kind to each other when they both want the same toy.

The childminder promotes children's good health and self-care through routines. For example, they visit a park nearby park. This helps children to develop an awareness of the importance of fresh air and exercise. Children learn to manage their own personal hygiene, knowing when to wash their hands. The childminder provides children's snacks and meals, and she carefully reinforces the importance of having a healthy diet so children can grow and develop. She takes the opportunity at mealtimes to talk to the children about why fruit is good for them, rather than biscuits or sweets, and provides water for them to drink at all times. Children learn to act in a safe manner. The childminder describes how she promotes children's knowledge about their personal safety. For example, she encourages children to tidy away toys so they do not trip and fall, and through road safety activities and regularly practising evacuation drills. This positively contributes to children developing an awareness of danger and how to keep themselves safe.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded because the childminder demonstrates a secure understanding of her role and responsibility to keep them safe. She is fully aware of the procedure to follow should she have a concern about a child in her care. She has attended relevant training and has the appropriate safeguarding contact numbers in her policy documents, so she knows where she can ring for advice or to report concerns. A good range of written policies and procedures are implemented successfully within the setting. The childminder carries out daily checks and risk assessments to identify any potential hazards and minimise risk to children. She carries out safety checks when attending a new group with the children and raises any

potential hazards with the organisers. All areas of the home and garden are risk assessed and action is taken to minimise the potential for harm. In addition to this, the childminder routinely considers any hazards when taking children on outings or trips. The required checks have been completed on the adults in the home to ensure they are suitable to be in contact with children. As a result, children are provided with a safe and secure environment.

Children progress well in their learning and development as the childminder monitors and evaluates the educational programmes to ensure that all areas of learning are covered. She does this by observing and assessing the children's development and effectively planning their next steps. This addresses the recommendation from the previous inspection. She is committed to her own professional development. For example, the childminder has achieved a childcare qualification at level 2 and regularly updates her skills, knowledge and understanding by accessing training courses provided by the Local Authority. She recently attended speech and language training to enable her to further promote this area of development for the children in her care. She regularly reflects on her practice to enhance future opportunities for children. She also researches information and shares it with the parents for the benefit of the children. The childminder's proactive attitude contributes to her good capacity for further improvement.

Partnerships with parents are good as the childminder works closely with them. Parents are well supported by the childminder, she researches information for them when they are concerned that they do not have enough knowledge about certain areas of development. The childminder regularly attends community activities with other childminders in the local area. This enables her to share and discuss best practice. She liaises effectively with other childcare facilities which the children attend and has been informed of topics and themes in which the children will be involved. This helps her to provide consistency in their learning.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY350378
<b>Local authority</b>	Durham
<b>Inspection number</b>	873499
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/03/2010
<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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