

Inspection date

02/12/2014

Previous inspection date

04/02/2010

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

- The childminder supports children's learning well as she ensures they participate in a variety of activities within the setting. As a result, children are engaged, motivated make good progress in all areas of their learning and development.
- The childminder teaches children effectively as she interacts well with them during their play. She uses words and phrases that children respond to and they copy what she does. This supports children's early language skills very well.
- The childminder promotes healthy lifestyles, by providing children with healthy snacks and promoting their physical development through a range of well-planned activities.
- Children are very happy, confident and settled and their individual needs are well met by a competent, caring childminder. This means that their personal, social and emotional needs are successfully promoted.
- The childminder follows clear safeguarding procedures and provides a secure home and close supervision. Consequently, children in her care are safe and well cared for.

It is not yet outstanding because

- There are opportunities to strengthen the depth of information sought from parents when children begin at the setting to identify what children have already learned and can do in more detail, in order to plan very precisely for their next steps in learning.
- The labelling of resources is not clear enough to enable children to make independent choices about what they play with.

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, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents, through their written feedback.
- The inspector observed activities in the childminder's house and talked with the childminder and the children.
- The inspector carried out a joint observation with the childminder.

Inspector

Julie Campbell

Full report

Information about the setting

The childminder was registered in 2000. She is registered 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 a village outside of Durham. The childminder uses the whole of the ground floor for childminding. There is an enclosed play area to the rear of the house, which children access for outdoor play. There are currently 15 children on roll, two of whom are in the early years age range and they attend for a variety of sessions. The childminder collects from the local schools and nurseries. She cares for children on weekdays from 7.30am to 6.30pm for 48 weeks of the year. She attends the local toddler groups and takes children to the park and local facilities. 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:

- strengthen the depth of information sought from parents when children begin at the setting to identify what children have already learned and can do in more detail and use this information to complement their initial assessments within the setting
- increase opportunities for children to make independent choices, for example, by displaying pictures and words on storage boxes that contain toys and resources.

Inspection judgements

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage. She has a good understanding of how to plan suitable activities for the individual child. Detailed observations of children's play are recorded in a learning journal, in writing and with a photograph, and are carefully matched to the seven areas of learning. The childminder uses this information to assess where each child is in their development and identify any gaps in learning and plan for next steps. For example, she recognises when children are able to pull themselves to stand and then provides equipment to support this development. The childminder shares this record with parents regularly. The childminder knows the children in her care very well. She offers a balance of adult-led and child-initiated learning experiences to meet the individual needs and interests of children. Consequently, children are engaged and motivated in their learning. The progress check for children aged between two and three years is completed well and is shared with parents. This means that the childminder can identify any areas where children may need support and swiftly narrow any gaps in development. As a result, all children make good progress from their starting points and so are developing the key skills they will need for

the future and the eventual move to school.

The childminder acknowledges children's early attempts at language by responding positively to their utterances, repeating words back and smiling. For example, the childminder says the word 'snowman' and children attempt to say the word. The childminder then offers praise and encouragement and repeats the word again. She uses opportunities to extend language by constantly talking and singing with the children. She uses lots of descriptive and repetitive language, asks open-ended questions the challenge children to consider their responses, and offers opportunities for them to comment. She gets down to children's level and provides opportunities for them to respond with body language and eye contact. As a result, children are making good progress in their language development. The environment in the childminder's home is warm, welcoming and supports the needs of the children in her care. A wide variety of toys which support progress in all seven areas of learning can be easily accessed by children. However, the contents of boxes are not clearly labelled to assist children in making informed, independent choices. There is variety of books for children to read. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world, such as, celebrating Diwali, Easter and Chinese New Year.

The childminder has positive relationships with parents. They are kept well informed about their children's achievements through conversations with the childminder as they collect their child. The children also have a record of their learning journal and a daily diary, which is shared with parents. The childminder communicates with parents effectively to seek information relating to children's individual needs and care routines. However, there is room to strengthen the depth of information gained from parents, when children start the setting, to identify what children have already learned and can do in more detail to enable the childminder to plan very precisely for the next steps in children's learning and development. The childminder assesses children routinely until they leave the setting and shares this information regularly with parents.

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

Children enjoy fresh air and exercise during walks to the park and they have regular access to an outdoor area, where they take part in sports days and play games. Children eat a range of healthy meals and snacks. They grow fruit and vegetables in the allotment and enjoy tasting new foods such as butternut squash and rhubarb. The childminder uses this as an opportunity to talk about how fruit and vegetables keep them healthy. The childminder develops children's understanding of good hygiene practices as she encourages them to wash their hands before meals and after activities. Good standards of hygiene in the home help to keep children healthy. Consequently, children are developing an awareness of the importance of leading a healthy lifestyle.

Children develop warm bonds and emotional attachments with the childminder. She instinctively knows when children are feeling vulnerable. For example, when a child woke up from their sleep, she kept them close and gently reassured the child until they were

ready to play. As a result, children quickly settle and are happy to leave the childminder to engage in play. The childminder encourages children to be independent, but responds quickly to their requests for support. For example, she supports a child to stand and encourages the child when moving to music. Children are happy and settled and enjoy their time with the childminder. Secure attachments are evident and children are developing the emotional security needed to help them cope with moving on to other settings and school when the time comes.

Children's behaviour is very good and is managed effectively by the childminder as she responds appropriately to the age of children. Good behaviour is valued and encouraged by the childminder. She has clear boundaries and gives children lots of praise and encouragement. The childminder acts as a positive role model as she teaches children to use good manners and be kind and polite to each other. For example, young children attempt to say 'please' and 'thank you' at lunchtime and the childminder then responds with praise. She uses facial expressions, kind words and gestures, such as clapping her hands to let children know that they have done well. As a result, children behave well and are developing their self-esteem. Children's safety is given high priority as the childminder ensures her premises are secure. The childminder talks about the importance of safety throughout children's activities. For example, road safety is routinely practised and children take part in regular fire drills. This ensures children start to develop a good understanding of risk and teaches them to keep themselves safe.

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

Children are safeguarded well. The childminder has robust procedures in place to keep children safe and protect them from harm. She has a secure understanding of the safeguarding and welfare requirements. She has attended safeguarding training and has a secure knowledge of how to report concerns about children. The childminder is confident about 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 all family members. The childminder demonstrates a suitable attitude to developing her practice and has made progress since her last inspection; this includes devising and implementing a safeguarding policy. She effectively uses risk assessments to help minimise hazards to children in her setting, the home is secure and robust safety and security procedures ensure that children are well protected. The childminder has completed first-aid training. As a result, children 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 regularly monitors and evaluates her setting to ensure that children's learning and development is continually promoted. She evaluates activities that children take part in, assessing whether an activity has been effective, and adjusts her approach accordingly to provide further learning opportunities. For example, the childminder changed a creative activity as she felt the children would benefit more from using different equipment. Observations and assessments of the children's learning and development are good. She plans appropriate next steps and provides activities to

challenge and promote the development of the children in her care. She is reflective in her practice and constantly reviews how she observes and assesses the children in her care. The childminder has completed an Ofsted self-evaluation form, which identifies areas for improvement to ensure the best outcomes for children. The childminder is committed to improving her practice and attends training courses which support her development.

Partnerships with parents are good overall. Parents' written comments indicate that they are very happy with the childminder's service. For example, they say the childminder has a 'Lovely gentle manner' and that she provides 'exceptional' care. Parents comment that they are 'delighted' with the service she provides and that they are fully informed of their children's learning. A wide range of information is shared with parents prior to the child commencing with the childminder, so parents are fully informed about the childminder's policies and procedures and the way her setting operates. The childminder has a sound understanding of the importance of engaging in professional working relationships with other providers. She communicates effectively with staff from the local authority and other childminders.

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	313588
Local authority	Durham
Inspection number	868149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	04/02/2010
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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