

## Inspection date

Previous inspection date

02/12/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 has a good understanding of the safeguarding and welfare requirements. Policies and procedures are implemented successfully, ensuring children are well protected.
- Children make good progress in their learning and development. This is because the childminder has a secure understanding of the Early Years Foundation Stage and how children learn, and provides them with a wide range of stimulating and fun activities.
- Children build close relationships with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement successfully promotes their confidence and self-esteem.
- The childminder takes children on a range of outings within the local community, such as local parks and toddler groups. Children benefit from this as they make wider friendships, learn about the community they live in and enhance their physical skills.

### It is not yet outstanding because

- The childminder does not fully use all opportunities to seek information from parents about their children's favoured activities and achievements at home to help her to understand their interests and further support their good progress.
- Young children's interest in developing their early writing skills is sometimes limited by the narrow range of writing tools available to them.

## 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 viewed the premises, toys and equipment.
- The inspector talked to the childminder and children at appropriate times during the inspection.  
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents provided in written form.

## Inspector

Karen Tervit

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and their child in the Sedgefield area of County Durham. All ground floor areas of the house, the third bedroom and the first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The family has two dogs. The childminder attends community groups and activities within the local area. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group. Children can attend for a variety of sessions. The childminder 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 further improve the quality of the early years provision the provider should:

- enhance the opportunities for all parents to share information about their child's interests and learning at home and use this information to enrich children's learning and maximise their progress
- capture children's interest in developing their early writing skills even further through the use of large and small scale movements, for example, by providing larger sheets of paper, chunky chalks, big brushes or rollers.

## Inspection judgements

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

The childminder is warm and friendly and has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She knows children and their individual needs very well and provides a wide range of fun activities, which cover the seven areas of learning. The childminder completes ongoing observations and assessments of children's learning, including the progress check for children between the ages of two and three years. This enables her to identify any gaps in children's learning and to plan a good balance of adult-led and child-initiated experiences. This supports children to make good progress in their learning and development in preparation for starting nursery or school.

Children are eager learners and the childminder's effective teaching encourages and motivates them. The childminder supports children's communication and language development, using a range of questions to help them make their own choices and

promote their thinking skills. For example, she involves herself in their imaginary play with the farm, asking them, 'Where are the animals going?' and 'Can you remember?' Children enjoy playing with farm animals and vehicles, confidently naming the animals and the noise they make. The childminder is skilled at giving children the time and opportunity to have a go themselves. Consequently, they persevere in turning the animals until they fit into the shed and are successful in finding the correct trailer to fit onto their tractor. Children have easy access to suitable writing tools that provide some interest in developing early writing skills. However, younger children have more limited access to resources that vary in size and that can be used both indoors and outdoors, for example, chunky chalks and large brushes and rollers. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. Here, they splash in puddles, dig in the raised beds of soil and climb on the large equipment. The childminder makes good use of a range of resources to support children with their understanding of the world, including push button toys and interactive books, so that children are prepared for using information communication technology in their future learning.

Parents comment positively about the on the progress their children are making while being in the childminder's care. They say, 'Our child is thriving. They are developing their counting skills and generally having fun, learning indoors and out'. Children's learning journals are informative with lots of written and photographic information about children's experiences and development. Parents can access these at all times. The childminder keeps parents verbally informed about their child's experiences on a daily basis. However, the childminder does not use her close links with parents sufficiently well to seek more detailed information about children's ongoing achievements and interests at home. Therefore, children's full range of experiences are not shared and taken into account when planning activities, to extend their good learning even further.

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

Children settle quickly into the setting as the childminder offers short visits, initially with parents, which she gradually extends as children become more familiar with the setting. The childminder finds out about children's routines and their likes and dislikes before they start. Consequently, the childminder can follow similar routines in her home and meet the needs of all children in her care. The environment provided is warm and caring, which supports children's feelings of security and belonging. Children are well settled and have clearly formed secure relationships with the childminder and her family. As a result, children's emotional well-being is fostered well.

Good standards of hygiene are maintained throughout all childminding areas. Clear routines for nappy changing help to prevent the spread of infection, and toys and resources are kept in a clean condition. Many resources are stored in wicker baskets on the floor or on open shelving in the dining room, which helps to promote children's independence. Children learn to play together with the childminder who encourages them in sharing and turn taking. She also accesses regular sessions at community groups to help children mix with larger groups and develop their social skills. Consequently, children

are developing the necessary skills ready for the move on in to their next stage of learning. Information about children's dietary needs is requested and a good range of healthy nutritious snacks further promotes children's good health, with parents providing children's meals. Children sit together in their high chairs at mealtimes, enjoying the social occasion as they chat with the childminder and each other. The childminder recognises some children are reluctant to try new foods and offers lots of gentle encouragement and praise. The childminder manages children's behaviour in a consistent and calm way ensuring all children receive her attention. They behave well, recognising boundaries and responding to expectations. Their good behaviour is promoted through purposeful praise and encouragement provided by the childminder. For example, children smile broadly when they are praised for helping to tidy up resources so they do not trip over them.

The childminder promotes children's health and well-being. She takes children out every day, enabling them to be physically active and benefit from fresh air. Through the childminder's good role modelling and suitable reminders children gain a good understanding of health and personal care issues, such as hand washing before meals and after nappy changing. Children learn to act in a safe manner. For example, the childminder involves them in regular fire evacuation practices and she talks to them about road safety on outings. Alongside this, they learn to take safe risks as they run around in the park and play on the large equipment. This positively contributes to children developing a sense of danger and they are learning how to keep themselves safe.

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

The safeguarding and welfare requirements are successfully met and understood by the childminder. Clear policies and procedures are in place and underpin the childminder's practice. The childminder has a good knowledge of procedures to follow should she have a concern about a child in her care and knows who to contact for additional support and advice. All adults living on the premises have been vetted to check that they are suitable to be in contact with children. This helps to keep children safe. The childminder has completed detailed written risk assessments and uses appropriate safety equipment to ensure that any hazards are identified and minimised. In addition, the childminder supervises children at all times to further promote their safety. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including records of children's details and consent forms.

The childminder maintains her professional development and has completed basic training, which includes first aid and child protection. She values the support visits she receives from the local authority advisory team and acts upon their advice to improve her practice. The childminder regularly meets with other childminders to share information and good practice. She successfully promotes children's well-being and supports their learning effectively. The childminder closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well matched to their individual needs. The childminder has a good understanding of her strengths and areas to develop and carefully

reflects on her practice. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. This demonstrates the childminder's commitment to continuous improvement.

Partnerships with parents are positive and these successfully promote the welfare of children. Daily discussions and information sharing regarding children's progress, provides parents with relevant information about children's individual care and learning needs. Currently no children attend any other setting. The childminder understands the importance of working with other settings and professionals, if the need arises, in order to promote continuity in children's care and 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>	EY470306
<b>Local authority</b>	Durham
<b>Inspection number</b>	968449
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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