

<b>Inspection date</b>	03/12/2014
Previous inspection date	28/09/2009

<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**

- The childminder has a good understanding of child protection procedures and regularly checks her home and all toys and equipment. As a result, children are protected and kept safe.
- Partnerships with parents are good. The childminder ensures that relationships with children and their families are well established, promoting continuity of care.
- The childminder helps children develop a strong sense of belonging. Children form trusting bonds and attachments with her and are emotionally secure in her care.
- Teaching is effective because the childminder has a good understanding of how to promote children's learning. Consequently, all children make good progress and are well prepared for their next stage in learning, such as school.

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

- The childminder does not take full advantage of the possibility of enabling children to move freely between the indoor and outdoor environment, so they have even more choice about where they wish to play, therefore, their sense of well-being is promoted further.
- There is room to strengthen the links with early years teachers, so more information is shared, to extend children's good learning even further.

## 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 planning documentation.
- The inspector checked evidence of the suitability and the 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 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Newton Aycliffe and occasionally works with an assistant. The family has a cat and three dogs. The whole of the ground floor, a bedroom and the rear garden are used for childminding. The childminder attends local community groups. 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. The childminder has a childcare qualification at level 3.

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

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

- make the outdoor area even more welcoming to further promote children's well-being by enabling them to move freely between this area and the indoors, so they choose where they wish to play
- strengthen the partnerships with early years providers, so that information about what children have been doing at nursery is exchanged and use this shared knowledge to plan together and think through ideas about how to move children even further forward in their learning.

## Inspection judgements

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

The childminder has a good knowledge of how children learn and provides a wide range of activities inside and outside the home to facilitate this. The quality of teaching is good. The childminder is skilful at identifying what children already know, their stage of development and their next steps in learning. She uses all this information well to inform her future activity planning but also recognises the need to be flexible and respond to children's emerging interests. For example, a planned story activity is delayed when the children notice the exciting event of a tow truck pulling into the street. The childminder joins in their excitement as she explains what is happening and discusses with them the colour and number of cars on the truck. Children's development is monitored and as a result, any gaps in their learning are identified and planned for, so they make good progress in their development and acquire the necessary skills to be ready for nursery and school. The childminder is fully aware of the requirement to complete the progress check for children between the ages of two and three years. She works with parents and carers to complete the necessary reports in the required time frame.

The childminder interacts well with children during their play. She asks questions that encourage children to think and introduces new vocabulary to extend their language. She includes all children equally and is careful to ensure more confident, vocal children give others a chance to answer questions directed to them. Consequently, children are becoming skilful communicators. The childminder promotes children's literacy development very well. A good range of books are available for story sessions or for children to use independently when they wish. Children are captivated as the childminder reads to them and they show good listening skills and an ability to recall the story. The childminder provides resources to enable children to draw and practise making marks and to make early attempts at writing. She supports older children in recognising and beginning to form the letters of their name in preparation for them starting school. The childminder successfully promotes children's learning and understanding of mathematics. For example, she provides exciting resources for children to sort, count and make patterns with and sits with them as they do this, talking about shapes and counting with them.

The arrangements for updating parents about their children's progress and involving them in their learning are successful. The childminder does this in a variety of ways. This includes sharing learning journals, photographs and lots of verbal information. This shared and consistent approach contributes to the good progress children make in their learning.

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

The childminder provides a homely environment, which enables children to feel relaxed and emotionally secure. Her genuine enthusiasm for and interest in the children is evident. Parents describe her as being 'warm, caring and inviting'. Children are equally comfortable with the childminder's family members and engage well with them. Before children are left in her care, the childminder ensures she has lots of information, so she can meet their needs and help them to settle quickly. This helps children to make the move between home and her care easily and with confidence.

The childminder is calm and sensitive in her approach to behaviour management. She offers encouragement and meaningful praise. This helps children to learn right from wrong and promotes their emotional development as it makes them feel special and valued. The childminder gets together with other childminders and attends local community groups when younger children are in attendance. This provides opportunities for children to meet up with larger groups of children and to develop their social skills and helps prepare them for the move to school, when the time comes. The childminder recognises that over protectiveness can limit children's capacity to learn how to protect themselves from harm, so gives them lots of opportunities to practise what they can do in safe surroundings. For example, she takes children to parks, soft play areas and toddler groups where they can use different, more challenging equipment while being appropriately supervised.

The childminder follows good hygiene practices to reduce the risk of cross-infection. She teaches children about the importance of hand washing and teeth brushing and as they develop, they do this independently. Appropriate arrangements are made for the

childminder's pets, so they do not pose a risk to children's health or safety. Children benefit from being in an environment that is very well resourced with good quality, well-chosen resources. The outdoor area is equally well resourced with stimulating toys and equipment and can be accessed directly from the playroom. However, the childminder does not make this area even more welcoming by enabling children to move freely between the indoors and outdoors to further promote their well-being and give them additional choices.

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

The childminder is an experienced and qualified practitioner, who confidently and successfully meets the requirements of the Early Years Foundation Stage. She has a good awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Required checks have been completed to confirm that all adults, who live and work in the home, are suitable to be in regular contact with the children. The childminder places a high priority on keeping children safe. Their safety within the home, garden and outings is ensured as the childminder carries out daily visual checks and maintains risk assessments. Documentation and records are very well organised and reviewed regularly. The childminder closely monitors the learning and development provision to ensure this is helping children to make good progress in relation to their starting points.

The childminder has effective evaluation procedures in place. She seeks parental feedback on a regular basis and consults with the children in her care. She has successfully addressed the recommendations raised at her previous inspection. This has improved the quality of the learning and development provision. The childminder monitors and supports the work of her assistant effectively, so that they understand their role and responsibilities. She provides opportunities for them to complete training, such as first aid, to support the health of the children in the event of an accident. The childminder is highly committed to continuing her professional development through attendance at training courses and at childminder network meetings. This provides her with up-to-date information and enables her to share good practice ideas with other early years practitioners.

Good partnerships with parents are in place. This enables the childminder and parents to work together to support their child's progress and to meet their needs effectively. Parents speak very positively of the childminding provision and say they would highly recommend her service. Daily information is given to parents, keeping them well informed about their children's care and learning. The childminder obtains some information about what children are learning at nursery and school. However, there is capacity to enhance the partnerships with early years teachers, so that detailed information about children's learning can be shared, to promote even more continuity in children's learning.

### **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

<b>Unique reference number</b>	550143
<b>Local authority</b>	Durham
<b>Inspection number</b>	855618
<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>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/09/2009
<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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