

Inspection date	04/12/2014
Previous inspection date	11/11/2009

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 has a secure understanding of how to assess risk and safeguard children and as a result, children are kept safe in the setting and on outings.
- The childminder knows how to observe and assess children in order to support their learning and development and as a result, they all make good progress.
- The childminder creates a warm, friendly and welcoming environment, which supports children's well-being, confidence and security.
- Partnerships with parents are good and used to aid continuity of care and support learning and development

It is not yet outstanding because

- Sometimes, when the end results of adult-led activities are too tightly planned children's individual creative expression is not fully promoted.
- Opportunities for children to make independent choices about what they play with are not always fully extended.

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 made observations of the children while they were engaged in play activities in the living room.
- The inspector viewed and discussed with the childminder a range of policies, procedures and records.
- The inspector looked at observation, assessment and planning documents and children's learning and development files.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child in Esh Winning near Durham city. The ground floor, upstairs bathroom and toilet are used for childminding. The family have a dog and a horse. The childminder visits the local shops, cafes and parks on a regular basis and collects children from the local schools. There are currently 6 children on roll, 1 of whom is in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 9am and 3pm to 5.30pm, Monday to Friday during term time and 8am to 5.30pm during school holidays, 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:

- strengthen adult-led activities even further by providing children with opportunities to make choices which promote and celebrate their individual creativity
- enhance the environment further by ensuring that children can always independently access a variety of resources to support their play.

Inspection judgements

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

The childminder has a secure understanding of how children learn and develop and supports them effectively to progress from their starting points. She finds out about children's interests and provides resources which reflect these. For example, the children love small world play and she always ensures a variety of interesting characters and props are available. Furthermore, she sits at their level talking, narrating and questioning as they play, in order to assess their knowledge and extend their understanding. As a result, children are interested, motivated and remain focused for long periods of time. The childminder has developmentally appropriate resources covering all seven areas of learning, which are neatly stored in the setting. However, children are not always able to access them independently and therefore, opportunities to extend their play further are not always fully promoted.

Teaching is good and as a result, children make good progress in their learning and development. The childminder regularly observes and assesses children and plans activities and experiences which support their next steps in learning. For example, she knows that they need to develop their skill in handling small items and provides opportunities for them to practice and consolidate these skills as they cut, stick, pick up

and manipulate materials during a card making activity. However, as the childminder has pre-planned the design of the card, children's choice is limited and opportunities for them to demonstrate their individual creativity are not fully extended. Children make good progress in communication and language because the childminder has a good understanding of how to support them to develop. She values talk and takes every opportunity to encourage them to share their experiences, ideas and thoughts with her and their peers. Children chat enthusiastically about their school day as they enter the setting, taking turns to speak and listen to each other. The youngest children enjoy hearing about school and accompanying the childminder at drop off and pick up times. In addition, they are well supported to develop the skills they need for their Reception year. Consequently they look forward to going to school and make the move with confidence, when the time comes.

The childminder observes children, links their achievement to the seven areas of learning and plans to meet their individual needs. Regular assessments provide her with a clear picture of children's progress, which she uses to highlight and address any gaps in learning. The childminder keeps children's records in individual learning files, which also include photographs. Parents have access to the files and add written comments and information about children's learning at home. In addition, the childminder verbally updates parents at drop off and pick up times and also sends texts with key information, as appropriate. As a result, parents have a good understanding of their children's learning and development, and children are well supported by the strong partnerships between their parents and the childminder.

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

The childminder provides a well-organised, warm and welcoming environment for the children in her care. She meets their emotional and physical needs well, by getting to know them as individuals and recognising when they need support and encouragement. There is a family feel in the setting and children are happy and settled. They are considerate and kind to one another because the childminder acts as a good role model. She works hard to ensure that children do not become over reliant on her by encouraging them to try things for themselves and take responsibility for everyday tasks, such as putting on and taking off their coats and shoes and pouring drinks. However, she supervises them closely and offers a helping hand if they find tasks too difficult or get frustrated. As a result, they feel safe and secure in the setting. Children are provided with a variety of resources, which effectively support their learning, inside and outside. The childminder values the outdoors, where children can spend long periods of time, and ensures that they are aware of the importance of fresh air, exercise and a healthy lifestyle. The snacks and drinks she provides are nutritious and readily available when children need them. As a result, they begin to develop an understanding of how to make healthy choices.

The childminder helps children feel comfortable when they start in the setting by gathering information about their care, learning and development needs. Through a well-organised series of meetings and visits and a flexible approach to individual needs she

ensures that children settle quickly and parents feel confident leaving their children with her. The childminder understands the importance of helping children cope with change and works in partnership with parents and school staff to prepare them effectively for this. As a result, they move between settings and on to school with confidence.

The childminder has a secure understanding of how to keep children safe. She supervises them closely when they are in the setting and on outings. For example, she talks to children as they get out of the car to ensure that they move safely into the house. As a result, they begin to develop an understanding of the potential dangers around them and how to keep themselves safe. Children's behaviour is good, they are kind and considerate to each other and play together cooperatively because the childminder sets high standards and is consistent in her approach to managing behaviour.

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

The childminder demonstrates a good understanding of how to safeguard children, including the correct procedures to follow if she has concerns about a child. Written policies that promote health and safety are effectively implemented. Risk assessments are used to ensure that hazards are minimised and children are well protected. The required checks are completed for all adults in the home to ensure that they are suitable. As a result, children are safe and secure in the childminder's care. The childminder evaluates her practice, taking into account the views of parents and children and sets targets for improvement. She attends training and works with other childminders and the local authority to develop her provision. In addition, she is a member of the Professional Association of Childcare and Early Years and uses their online resources to keep up to date with early years practice. This demonstrates her commitment to improving her provision.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She monitors and evaluates the educational programmes to ensure that children make good progress in all areas of learning. The childminder has worked hard since her last inspection to ensure that recommendations are now met. She completes regular observations and assessments, which enable her to plan appropriate activities and experiences to support children's next steps. Regular assessments track children's progress over time and highlight gaps in learning, which she addresses. As a result, all children make good progress.

The childminder has very good relationships with parents and works in partnership with them to support children's learning and development. Parents are verbally updated about their children's progress at drop off and pick up times and they have access to children's learning files, which contain observations, assessments, progress reports and photographs. Parents report that they feel welcome in the setting, are happy with the information they receive and their children are well supported. The childminder uses the local environment to support children's learning and works cooperatively with other childminders to provide children with opportunities to develop their social skills in unfamiliar situations. She has developed very good relationships with the local pre-school

and schools and works with them to support children as they move on to and between them. This demonstrates the childminder's commitment to working in partnership with others. Consequently, children's care, learning and development needs are well supported.

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	EY319167
Local authority	Durham
Inspection number	862337
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11/11/2009
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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