

Inspection date	14/11/2014
Previous inspection date	18/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		1
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 provides a stimulating learning environment. As a result, children are motivated, independent and ready to engage in new learning experiences.
- The childminder uses good teaching strategies to get the best out of children. For example, she uses skilful open-ended questions to encourage children's thought process and vocabulary. This means that children make good progress in their communication and language skills.
- The childminder is highly skilled and sensitive to the emotional needs of the children in her care. As a result, children feel very safe in her care and their behaviour is exemplary.
- The childminder uses a range of methods to engage other professionals. As a result, information is consistently shared about children's learning and development so that there is continuity in their learning.
- The childminder fully understands her roles and responsibilities in protecting children. She places high emphasis on children's safety and well-being. As a result, children in her care are well protected.

It is not yet outstanding because

- The childminder is not yet highly effective in engaging all parents to share what their children do at home and to further contribute to their children's learning and development.

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 observed activities in the childminder's house and talked with the children and the childminder.
- The inspector also took account of the views of parents from their written feedback to the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector observed the children present and carried out a joint observation with the childminder.

Inspector

Julie Campbell

Full report

Information about the setting

The childminder was registered in 1997. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and their adult son in the Fullwell area of Sunderland. The whole of the ground floor and two of the bedrooms located on the first floor of the childminder's house are used for childminding purposes. There is an enclosed yard for outside play. The childminder works alongside an assistant at varied times. Both work from the childminder's home. The childminder collects children from the local school and attends local toddler groups on a regular basis. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an Early Years degree. The childminder receives funding for the provision of free early education for two-, three- and four-year-old-children.

What the setting needs to do to improve further

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

- enhance partnership with parents, so that they have further opportunities to share even more information about what their child is learning at home, so that children's learning can be complemented more precisely.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She carefully tracks children's progress using written observations which she links to their stages of development. She then effectively identifies the next steps in their development and provides experiences accordingly. The childminder considers the children's age, stage of development and interests when planning experiences. For example, she ensures that very young children have opportunities to practise their physical skills and older children have adequate space to carry out large construction activities, so they can develop new skills. The childminder makes good use of the sessions in the local area. Children attend a toddler group, go on outings to the park, beach and local museum, which gives them opportunities to mix in larger groups and develop social skills. The progress check for children aged between two and three years is completed well and is shared with parents. This means that, if needed, the childminder can access support for children to ensure that any gaps in learning and development are swiftly identified and narrowed. Consequently, children are gaining key skills and making good progress in their learning, preparing them well for the future.

Parents are kept well informed about their children's achievements through conversations

with the childminder as they collect their children and through the use of a daily diary. The children also have a record of their learning journal, which is shared with parents regularly. Parents have opportunities to make comments about the activities and the progress their children make. However, at present, opportunities to use parents' knowledge regarding what their children learn at home are not embedded fully enough to make sure that children consistently benefit from a joined up approach to learning.

The childminder is highly competent at engaging with children during their play, but is also very skilled at knowing when to stand back to let them lead their own play. The childminder talks and engages in play with children, asking them open-ended questions which encourage the children to extend their thinking. She uses opportunities to extend language by asking open-ended questions and introducing new vocabulary throughout the day. For example, children discuss what happens at the doctors during role play. The childminder uses correct language to introduce words, such as temperature and pressure. Consequently, children make good progress in their language development. The childminder encourages children's mathematical skills by using every opportunity she can to count objects around her. For example, children count the number of trains and find the correct numbers on a mobile phone. In addition, the childminder teaches children about other cultures and festivals. She offers a variety of experiences and activities to support children's development. For example, children learn how to use chop sticks to eat their food when learning about Chinese New Year. As a result, children are learning about the world in which they live.

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

Children are extremely happy, settled and relaxed in the care of the childminder. She has successfully created a remarkably caring and secure environment where all children are warmly welcomed. Children's sense of belonging is very well nurtured through a gradual settling-in process. During this process the childminder takes the opportunity to ensure that the child's likes, dislikes, needs and routines are known. She completes an All about me document with the parents and this supports the process ensuring that the individual needs of the children are met. As a result, children are exceptionally well supported during the settling-in period. Extremely positive relationships exist between the children and the childminder. When engaging with children, the childminder ensures that she is at their level, always maintaining eye contact with them, ensuring them that she is listening and supporting their needs. The childminder has high expectations of the children and they flourish in an environment where they are happy to engage in play and are given every opportunity to practise new skills. As a result, the attachments between her and the children are exceptionally strong and promote children's well-being.

Behaviour is exemplary. The childminder is an excellent role model, she is polite and respectful to the children who are encouraged to use good manners and be kind and caring to each other. Good behaviour is valued and encouraged by the childminder and her assistant. They do this by having clear boundaries and giving children lots of praise and encouragement. Children are encouraged to be independent and to make choices. As a result, they exhibit high levels of self-assurance and esteem. For example, children are confident to make their own drinks and access the toilet independently. Children

sometimes accompany the childminder on the daily school run so they get to socialise with older children attending school. The childminder uses these opportunities as a focus for discussion with children. This helps children prepare for their next stage of learning or their move onto school. The childminder has excellent links with schools and is kept up to date about what children are learning, through daily conversations. As a result, she is able to offer experiences, which complement and reinforce children's learning at school to support their progression.

The home environment is very welcoming and well maintained. Children's safety, health and well-being are extremely well-promoted through the childminder's clear and consistent policies and practices. The childminder engages in continual dialogue with the children explaining each situation, which helps the children to feel safe and secure. Children are learning to take responsibility for their own safety as they are taught how to keep themselves safe. The childminder gently reminds the children to be careful as they play. For example, children listen to what the childminder says when she asks them not to climb into the toy box. As a result, children develop an enhanced understanding of how to manage their own safety. The childminder supports children to eat healthily while they are with her. She provides home cooked meals and lots of fresh fruit and vegetables, so that children's diets are nutritious and well balanced. Children's physical development is fostered well. They benefit from routines that enable them to enjoy regular fresh air and exercise daily. The childminder has a good understanding of the procedures required when administering medication and dealing with accidents in order to safeguard children's health.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She has implemented robust systems for the recruitment and vetting of assistants to ensure children are cared for by suitable staff. The required Disclosure and Barring Service checks have been completed on family members. The childminder effectively monitors assistants' performance through regular supervision and discussions. During these sessions they discuss children's progress, behaviour and the assistant's training requirements, to help to drive further improvement in meeting children's needs. She has written policies which inform parents of her responsibilities in meeting the requirements. The safeguarding policy includes the use of mobile phones and cameras within the setting. She fully understands the signs and symptoms of abuse and knows what to do and how to seek advice and support, should she have a concern about a child in her care. The childminder is confident of the action required in the event of an allegation being made against herself, the assistant or a member of the family. The childminder carries out risk assessments and the premises are safe and secure. The childminder keeps children safe by ensuring children are in her sight and hearing at all times. She ensures that precautions, such as safety gates and fireguards, are in place so that children can play safely. The childminder has a current paediatric first-aid certificate and is, therefore, able to give appropriate first-aid treatment, if necessary. As a result, children in her care are safe and protected from harm.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She effectively monitors observations and clearly identifies any gaps in learning and swiftly narrows them. She has a good understanding of how children learn and develop. She is able to plan and provide activities to promote children's learning and development across the prime and specific areas. As a result, all children make good progress. The childminder reflects on her practice through self-evaluation. She identifies aspects of her practice that could be improved and welcomes feedback from parents. The childminder is committed to developing her professional development. She actively seeks relevant training courses to extend her already good knowledge and understanding. This shows a strong commitment to developing her practice.

Partnerships with parents are good overall. The childminder spends time talking and sharing information. She seeks feedback from parents regularly through parental questionnaires. They comment that the childminder has a 'very good routine, good communication, relaxed and calm atmosphere' and that she 'knows the children very well and meets their individual needs'. The childminder knows how to seek support for children with special educational needs and/or disabilities should she need to. The childminder understands the importance of working in partnership with other settings that children attend. She has established effective links with other childminders and local nurseries. The childminder ensures that staff at other settings are informed of the children's learning and development. For example, the childminder attends the new setting and shares the child's learning journal. This means that children who attend more than one setting benefit from continuity of care and 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

Unique reference number	305491
Local authority	Sunderland
Inspection number	855104
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	18/01/2011
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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