

Inspection date	11/12/2014
Previous inspection date	18/06/2009

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		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 demonstrates a good understanding of how young children learn and provides a range of play opportunities that promote children's learning and development well.
- Children are settled and have formed strong attachments with the childminder. They are happy, highly motivated and are making good progress in their learning and development as a result.
- The childminder has a good knowledge of safeguarding procedures. She is clear about procedures to follow should she have concerns about a child and effectively minimises risk. Consequently, children are kept safe.
- The childminder demonstrates the motivation to develop her service and regularly evaluates her provision, which supports continuous improvement.
- The childminder communicates with parents effectively. Ongoing communication means the childminder and parents work together to meet the needs of children.

It is not yet outstanding because

- On occasion, children are not encouraged to explore resources that capture their interest, which means learning opportunities are not maximised.
- Young children have few opportunities to explore and investigate using all of their senses. This is because they do not always have access to a wide variety of natural materials.

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 had a tour of the premises.
- The inspector observed children's play, and adult and child interactions indoors and outdoors.
- The inspector looked at children's learning journey records, the self-evaluation form, and a range of other documentation.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector took account the written views of parents.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Guisborough in Cleveland. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed rear garden and covered area at the side of the property for outdoor play. The childminder collects children from local schools and pre-schools. There are currently 10 children on roll, of whom four are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 6.30am to 6.30pm, 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:

- provide consistent opportunities for children to explore resources that capture their interest, so that every opportunity to maximise children's learning through child-led activities, is made best use of
- extend opportunities for children to investigate and explore using a wider range of natural materials in order to develop their senses and creativity.

Inspection judgements

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

The childminder is committed and dedicated to providing a high quality learning experience for all children. She is experienced and demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She gathers information from parents when children start, about their interests and care routines. This enables her to plan appropriate activities which meet children's individual needs and interests. The childminder effectively promotes children's learning and development in the prime and specific areas of learning by providing them with a variety of interesting and challenging activities. Consequently, children are engaged and motivated in their learning. The childminder completes regular observations and assessments of the children's learning and uses this information to develop future planning and identify the children's next steps in learning. As a result, children make good progress in their learning and development from their starting points.

Children's language development is fostered well through regular conversations and commentating on what children are doing and repeating back what they say. Children

enjoy sharing books with the childminder while cuddling up close to her. They enjoy talking about the pictures they see and the childminder effectively pauses as she reads the story so children can join in with the words. As a result, children develop good speaking and listening skills. The childminder promotes children's mathematical development well by weaving number, shape and measure into everyday routine and activities. She uses innovative techniques that entice children to engage in counting activities. For example, she encourages children to use their magic finger to help them to count the number of tadpoles they see in a story book. Children count with confidence, independence, and show they are motivated to learn. Consequently, children gain a good understanding of number. Children have good opportunities to be imaginative. For example, they thoroughly enjoy working out how to join pieces of a train track together, supporting their problem solving skills. The childminder promotes early writing well. For example, children become deeply engaged as they experiment with making marks with chunky paint brushes and chinks on the board outside. The childminder ensures there is sufficient resources for all children to join in. However, sometimes children are not encouraged to explore resources that capture their interest. This does not help the childminder to make best use all opportunities to support learning led by the children.

The childminder has a clear awareness of how to complete the progress check for children between the ages of two and three years of age, when necessary. The childminder recognises the importance of building close partnerships with parents. She has established good relationships with them, and consequently, parents feel secure that their children are happy and safe in her care. The childminder ensures all children have their own learning file and photograph album, which ensures that parents are kept well-informed about their children's development. Effective exchange of verbal and written information between home and the childminder's setting enables parents to share what they know about their child's learning by providing the childminder with details of their child's experiences at home.

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

The childminder has warm, positive relationships with children in her care. She is responsive to their needs, which helps them feel accepted, secure and valued. The children look to the childminder when upset. She comforts them and shows genuine concern for their well-being. She responds to them consistently in a positive manner. They clearly enjoy each other's company and as a result, healthy, secure attachments have been made. This security supports children's growing independence and motivation to learn and supports them emotionally to be prepared for the next stage in their learning. The childminder has a good understanding of how children behave at different stages of their development. She skilfully intervenes to support children to share and take turns. The childminder encourages children through effective use of praise, boosting their self-esteem. Consequently, children behave well.

The childminder's home is clean and welcoming. The childminder provides a wide range of resources that cover all seven areas of learning. Resources are clearly labelled, stored appropriately and easily accessible. Children eagerly explore the stimulating environment, demonstrating their curiosity and independence as they make mostly independent choices

about their play. However, the childminder does not provide opportunities for children to explore and investigate a wide range of natural resources, which are open-ended, and therefore, do not have any prescribed end result. This does not best support children's developing creativity or sensory development. Children's work is lovingly displayed, which is an attractive focal point for parents and gives children a sense of belonging and pride. The childminder supports children to look after their things and children help to tidy away the resources after they have finished playing with them. This means they gain an understanding of taking care of things. Children are well prepared emotionally for their next stage of learning because the childminder uses every opportunity to promote their independence and confidence. For example, children try to put on their own shoes. This helps to prepare them effectively for school or the next stage in their learning.

The childminder is committed to encouraging children to maintain a healthy lifestyle. A healthy and varied menu provides children with well-balanced meals. Parents are kept informed about menus through daily diaries. Information about allergies, health and children's likes and dislikes are gathered at admission. Healthy lifestyles are promoted well and children enjoy daily access to fresh air and exercise. Children clean their hands before meals and nappy changing procedures promote cleanliness. As a result, children are beginning to learn how they can keep themselves healthy.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision. The childminder is aware of the signs and symptoms which would alert her to any child protection issues, and is confident about the action she would take if she had a concern about a child in her care. This means that she knows how to help protect children from potential harm. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. The childminder vigilantly checks the identification of visitors. She is aware of her responsibilities when administering medication and holds a valid first-aid certificate. She fully understands her role and responsibility in protecting children. For example, all members of her family, who have contact with childminded children, have had suitability checks carried out. The childminder's documentation is very well organised, easily accessible and underpins her practice well. These, together with a comprehensive range of policies, mean that children are well protected.

The childminder has a good understanding of her responsibilities with regards to promoting children's learning and development. She monitors the educational programmes for the children well as she reflects on their learning and tracks their development. Regular written summaries of children's learning across all seven areas help to monitor and track their progress effectively. The childminder is committed to her own professional development and has a clear programme of continuous self-development. Self-evaluation is effective and the childminder can clearly identify her strengths and areas for future development. The childminder strives for continuous improvement to support children's

achievements over time. She evaluates her practice to ensure she continues to provide good quality care for the children and to ensure that parents receive a high quality service.

Partnership with parents is good. Parents are provided with detailed information about the childminder's practices and policies, which ensures they have a good understanding of how their children's needs are supported. The childminder shows she values partnership working with parents as she talks to them on a regular basis and seeks their views both verbally and through the use of detailed questionnaires. She gathers children's views by observing their interests as they play. Consequently, parents and children feel valued as their views are listened to. The childminder has made effective links with other providers of the Early Years Foundation Stage. This shows she has a clear understanding and commitment to establishing links with external agencies and other providers to ensure progression and continuity of care and education when appropriate. Consequently, children experience continuity of care and a smooth transition to their next stage of learning.

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	312750
Local authority	Redcar & Cleveland
Inspection number	847649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18/06/2009
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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