

Inspection date	12/12/2014
Previous inspection date	08/02/2010

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 supports children's learning well as she ensures they participate in a variety of activities within the setting. As a result, children are engaged, motivated and make good progress in all areas of their learning and development.
- Children have secure attachments with the childminder. Children are very happy, confident and settled and their individual needs are well met by a competent, caring childminder. This means that children's personal, social and emotional needs are successfully promoted.
- The childminder has a good understanding of the safeguarding and welfare requirements. Consequently, children are supervised, safe and well-protected.
- The childminder has good partnerships with parents and other professionals. This means that children are effectively supported and that the childminder works effectively with parents and professionals to ensure continuity of children's care and learning.
- The childminder promotes healthy lifestyles, by providing children with healthy meals and snacks and promoting their physical development through a range of well-planned activities.

It is not yet outstanding because

- Occasionally, the childminder does not maximise opportunities for children to fully extend their already good language skills. This is because she does not always allow enough time for them to gather their thoughts and respond to questions.

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

Inspector

Julie Campbell

Full report

Information about the setting

The childminder was registered in 1995. She is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and adult son in Ouston, near to Chester le Street. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder collects children from the local school and attends several toddler groups on a regular basis. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

What the setting needs to do to improve further

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

- strengthen teaching strategies by ensuring children are provided with enough time to respond to questions, in order for them to fully extend their expressive language skills and begin to use more complex sentences.

Inspection judgements

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

Children make good progress in their development because the childminder has a good understanding of how children learn and develop. She knows how to plan suitable activities for the individual child and ensures that children have the key skills needed for the next steps in their learning. She achieves this well through effective use of observations and assessments. The childminder encourages parents to contribute to an initial assessment of their children. This gives the childminder a good knowledge of each child's developmental needs and starting points when they first attending the setting. The childminder uses this information to assess where each child is in their development and identify any gaps in learning and plan for the next steps in their learning. As a result, all children make good progress from their starting points and so are developing the key skills they will need for the future and the eventual move to school. The childminder knows the children in her care very well. She offers a balance of adult-led and child-initiated learning experiences to meet the individual needs and interests of children. She plans her week effectively so that children can take part in a wide range of activities and experiences that promote all areas of their development. Consequently, children are engaged and motivated in their learning. The childminder has systems in place to complete the progress check for children between the ages of two and three years when appropriate and to share this information with their parents.

Overall, the childminder supports children's communication skills well. She sits and talks to

children, asking them to describe what they are doing and encouraging them to name objects that they can see. However, on occasions, she does not give the children time to respond in order for them to express their own views and opinions. This means that sometimes, opportunities to further extend their good communication and language skills are missed. The environment in the childminder's home is warm, welcoming and supports the needs of the children in her care. A wide variety of toys can be easily accessed by children. Children take part in a range of activities to support their creative and physical development. For example, they use scissors, paint brushes and glue sticks to create a wide range of cards, pictures and letters to Santa. The childminder supports children well to develop their early mathematical skills. For example, during play, she encourages them to create shapes with beads and measure animals against each other using words, such as 'big' and 'little'. The childminder provides a good range of challenging activities, which interest children and promote their enthusiasm for learning.

The childminder has good relationships with parents. The childminder works closely with parents from the start to support children's learning. The childminder communicates with parents effectively to seek information relating to children's individual needs and care routines. She gathers information from parents about what their children are interested in and what they can do at home. This gives each child a starting point of where they are in their development and she then plans activities to help them develop further. They are kept well informed about their children's achievements through daily conversations with the childminder as they collect their child. Parent's written feedback says that they are happy with the childminder and the care their children receive. The children also have a record of their learning journey, which is shared with parents. The childminder assesses children routinely until they leave the setting and shares this information regularly with parents.

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

Children have clearly developed close relationships with the childminder; they are happy and settled in her care. The childminder is sensitive to children's needs. For example, she provides cuddles when they appear tired and provides reassurance to children when they fall. Children are happy and settled and enjoy their time with the childminder. Effective settling-in procedures ensure children settle quickly. Secure attachments are evident and children are developing the emotional security needed to help them cope with moving on to other settings and school when the time comes. As a result, the attachments between her and the children are strong and this successfully promotes children's emotional well-being.

Children's behaviour is very good and is managed effectively by the childminder as she responds appropriately to the age of children. Good behaviour is valued and encouraged by the childminder. She has clear boundaries and gives children lots of praise and encouragement. The childminder acts as a positive role model as she reminds children to use good manners. For example, the childminder asks 'What do we need to say?' The children respond with 'please' and 'thank you'. The childminder uses facial expressions, kind words and gestures, such as a 'high five' to let children know that they have done well. As a result, children behave well and are developing their self-esteem. Children's

safety is given high priority as the childminder ensures her premises are secure. She talks about the importance of safety throughout children's activities. For example, at lunchtime, the childminder models how to cut food with a knife and reminds the children the importance of using the knife safely. Children are also becoming aware of keeping the environment safe. For example, children know to tidy away the jigsaw pieces from the floor before getting out another activity. Children are also becoming aware of safety in the outdoor environment as the childminder encourages the children to take part in a litter pick and she uses a zebra crossing and lollipop stick to discuss road safety. The childminder gently reminds children about the way they move around the setting to ensure they are safe. Ongoing risk assessments further ensure that accidents are minimised. This ensures children start to develop a good understanding of risk and teaches them to keep themselves safe.

Children enjoy fresh air and exercise during walks to the park and they have regular access to an outdoor area. Regular visits to the library, toddler groups and parks, means that children develop confidence in various social situations. The childminder develops children's understanding of good hygiene practices as she encourages them to wash their hands before meals and after activities. The childminder offers healthy snacks and meals and provides opportunities to talk about keeping fit, healthy and safe within their environment. Consequently, children are developing an awareness of the importance of leading a healthy lifestyle.

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

The childminder understands the safeguarding and welfare requirements of the Early Years Foundation Stage and she implements these well in practice. She has a clear safeguarding policy and complaints procedure, which is shared with parents during their settling-in period. She has attended safeguarding training and has a secure knowledge of what to do and who to contact if she has any concerns about a child's care or welfare. She has all the relevant details and documentation she needs. The childminder is confident about the action required in the event of an allegation being made against herself or a member of the family. The required Disclosure and Barring Service checks have been completed on all family members. This ensures that children are well protected.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Observations and assessments of the children's learning and development are good. She plans appropriate next steps in learning and provides activities to challenge and promote the development of the children in her care. The childminder reflects on her practice regularly. She identifies what she does well, and also identifies areas for improvement to ensure the best outcomes for children. The childminder demonstrates a suitable attitude to developing her practice and has made progress since her last inspection; this includes developing systems for observing children's learning.

Partnerships with parents are good. A wide range of information is shared with parents prior to the child commencing with the childminder, so parents are fully informed about

the childminder's policies and procedures and the way her setting operates. Parents' written comments indicate that they are very happy with the childminder's service. For example, they say the childminder has a 'calm and lovely manner' and that she provides care that 'meets children's individual needs'. Parents comment that they are 'thoroughly happy' with the service she provides and that their children have come on 'leaps and bounds'. The childminder has a sound understanding of the importance of engaging in professional working relationships with other providers. She communicates effectively with staff from the local authority, local school and other childminder's to ensure that relevant information is exchanged to support children's learning overall.

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	313835
Local authority	Durham
Inspection number	868163
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	08/02/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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