

Inspection date

15/12/2014

Previous inspection date

20/01/2010

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 is confident in her teaching. As a result, children engage in purposeful activities, enjoy their learning and make good progress in their development. Partnerships with parents and other providers are well established. As a result, information is shared well to promote children's continuity of care and learning.
- Children quickly form close bonds and warm relationships with the childminder and her family. As a result, children are happy and content in her care, which successfully promotes their emotional well-being.
- The childminder has a clear understanding of how to safeguard children. She has a secure knowledge of the possible indicators of abuse and knows how to make a referral.
- The childminder is committed to continuous improvement and her own professional development to ensure outcomes for children are fully promoted.

It is not yet outstanding because

- The childminder does not fully use the information collected from parents about children's starting points to sharply focus her planning from the start, so that children make the best possible progress.
- The childminder provides few opportunities for children to explore a varied range of natural and real resources in the indoor area, to fully promote younger children's exploratory play and sensory experiences.

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 viewed the premises, toys and equipment.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living at the premises.
- The inspector conducted a joint observation with the childminder.

Inspector

Vivienne Dempsey

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 husband and four children in a house in Durham. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, nature reserve and parks on a regular basis. She collects children from the local schools and pre-schools. She operates all year round from 7.45am to 6pm, 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:

- use the information gathered from parents about children's starting points to target support and effectively promote children's learning and development right from the start
- enhance the already stimulating environment, for example, by adding more natural and real resources to further extend younger children's exploratory play and sensory experiences, particularly in the indoor environment.

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. The standard of teaching is good with a balance of adult-led and child-initiated activities, which are challenging and stimulating for children. Planning is generally effective, focused and purposeful. The childminder effectively uses her observations of children's interests to provide a stimulating learning environment, both indoors and outdoors. Consequently, children are motivated learners, who confidently lead their own learning. Children's learning and development is closely monitored and the next steps in their learning are clearly identified and fed into plans for further activities. Consequently, the childminder is consistently challenging children's individual learning needs. Children make good progress and parents are kept well informed of how they can support children's learning at home. A wide range of information is collected from parents about children's individual needs at the start. However, the childminder does not use the information collected from parents about what children can already do on entry, to inform her initial planning. Consequently, activities are not sharply focused right from the outset, to ensure children make the best possible progress.

The childminder skilfully questions children as they play, encouraging them to think. For

example, as children glue and stick the objects onto their paper plates, she asks them to name the different colours and the number of eyes they have. Communication and language development is supported by the childminder as she carefully listens to the children and engages them in constant discussion throughout their activities. She sits on the floor with them, gives them lots of eye contact and repeats words back to them. Children have good opportunities to write for a purpose. They are encouraged to make Christmas cards for parents and are beginning to clearly write their own names. This provides relevant and meaningful opportunities for children to develop their early writing skills. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. Children's literacy is promoted well, with a good selection of books being available for them and they are observed to handle books carefully and correctly. They enjoy joining in with their favourite stories and the childminder uses a funny and varied range of different voices for the characters, which helps to develop children's concentration and love of reading.

The childminder develops children's interest in the local environment through regular visits to local woodlands and parks, to explore the natural world around them. However, there are few natural and real resources available in the indoor environment to further promote younger children's exploratory play and sensory experiences. The childminder uses children's interest in trains to develop their awareness of number names and numerals. For example, they are encouraged to count the number of trains they have and confidently name the numbers on the trains. As children point to and count their trains, in order to match these to the corresponding numbers, the childminder encourages them to slow down. This enhances children's focus and concentration, which leads to greater success. Parents comment that they are very happy with the progress their children make in their learning and development. The childminder uses daily diaries and an in-depth daily exchange of verbal information about their child's experiences on a daily basis. She also keeps parents and other providers informed about children's progress through regular sharing of their individual learning journals. The childminder completes progress checks for children between the ages of two and three years and shares these with parents. This means any areas of learning where children might not be meeting their expected targets can be identified, and early intervention sought to ensure additional learning needs are addressed.

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

Children are very happy and settled in the childminder's care. She encourages children's participation through effective use of praise, boosting their self-esteem. As a result, children respond well to her warm and affectionate approach. The childminder recognises the individuality of children and knows them well. She interacts skilfully with young children and inspires their curiosity by showing and demonstrating toys and imaginative play scenarios. Her playful interactions inspire them to explore her home freely, play cooperatively and use their imagination as they play. Therefore, children are keen to share their ideas through their talk, gestures and sounds.

The childminder provides consistent routines and boundaries so that children learn about

acceptable behaviour. She is a good role model for children, treating them with respect and modelling good manners. During visits in the local community, the childminder teaches children road safety. Therefore, children develop an awareness of potential dangers and learn how to stay safe. Children play in a child-friendly, safe environment, with age-appropriate toys and resources that support their overall well-being and care. The childminder organises her home to encourage children to become increasingly independent. For example, young children are encouraged to wash their own hands and help put toys away as the childminder gives them lots of encouragement and time to do so. These skills prepare children well for the next stage in their learning.

Children follow good hygiene routines and the childminder is a positive role model. As a result, children know that they need to wash their hands after using the bathroom and before eating food. The childminder provides a good range of healthy snacks. She teaches children about the benefits of a healthy diet through books, discussions and baking activities. Children have ample opportunities to be outdoors, be active and spend time in the fresh air. For example, they enjoy playing in the well-resourced garden, where they have fun climbing, digging and exploring in the sand and water. In addition, by taking children to the park, the childminder provides good opportunities for them to take safe risks as they climb, balance and use larger apparatus. These activities effectively promote children's good physical development and help them understand the importance of exercise and leading a healthy lifestyle.

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

The childminder has a clear understanding of her responsibilities to safeguard children. She has a secure knowledge of child protection procedures. For example, the childminder knows the possible indicators of abuse and the procedure to follow should she have concerns about a child in her care. The childminder holds a valid paediatric first-aid qualification. This means that she can provide emergency treatment in the event of an accident. The environment is clean and maintained well. The childminder effectively carries out risk assessments, including for all outings. This ensures that potential hazards are identified and minimised, so that children are kept safe.

The childminder has a good understanding of her strengths and areas to develop, and carefully reflects on her practice. She attends relevant training and works closely with other childminders. Also, she completes her own research to develop her already good knowledge and skills. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. She has positively addressed the recommendations made at her last inspection. For example, parents contribute to their children's development files and are involved in their children's observation and assessment process. This demonstrates the childminder's commitment to continuous improvement. The childminder has a good understanding of how children learn and effectively monitors their progress through tracking systems. Children benefit from a well-resourced environment, where they can make choices and develop ideas. The childminder effectively extends and enhances children's learning through her playful interactions. Therefore, children make good progress.

Partnerships with parents are well established. They receive copies of the childminder's policies at the start of children's care, which means that they are well informed about how she works. The childminder provides daily diaries and has daily discussions with parents to keep them informed of their children's progress. Written comments from parents are very complimentary about the childminding service. The childminder also has a good understanding of working in partnership with other providers when children begin attending nursery, in order to complement their learning and balance the experiences they receive.

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	EY338676
Local authority	Durham
Inspection number	857166
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	20/01/2010
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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