

Inspection date

13/01/2015

Previous inspection date

17/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children play in a welcoming and friendly environment and have formed positive attachments with the childminder. This helps children to feel secure and settled.
- The childminder successfully identifies and minimises risks within the childminding home and is aware of her responsibilities to protect children from abuse and neglect. This helps to safeguard children.
- The childminder provides a suitable range of activities to help children to acquire the basic skills and abilities they need to move on to their next stage in learning.
- Partnerships with parents are effective to ensure that children's individual needs are appropriately met.

It is not yet good because

- The childminder does not sufficiently analyse the information gathered from observations to fully shape all children's learning experiences and to plan precisely for their interests and the next steps in their learning.
- The childminder does not effectively share all information about children's learning with other providers. This does not fully support continuity of learning for children.
- The childminder's evaluation of her practice lacks rigour. It does not clearly identify and plan priorities for improvement and does not effectively take into account the views of parents. This does not fully promote continuous improvement.

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 and observed children playing.
- The inspector looked at children's learning and development records, a selection of policies and children's records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Shildon. The whole of the ground floor and the rear yard are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from regular observations and assessments of all of the children more precisely when planning activities across the areas of learning, in order to ensure planned and purposeful play that fully considers all children's stage of development and interests
- improve the two-way sharing of information with other providers who also care for the children, to fully involve them in children's learning and development.

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

- improve the methods for reviewing and monitoring practice including obtaining feedback from parents, so that weaknesses are quickly identified and action is taken to address these in order to continually improve practice.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage, and uses this to provide children with an appropriate range of activities, which cover all areas of learning. In addition, the quality of teaching is sufficient to support children to develop the skills they need for their next stage of learning at school. The childminder obtains a sufficient range of information from parents at the start about children's interests, and uses this alongside initial observations of children to suitably assess their starting points in learning. The childminder completes

individual learning journals which include photographs of children and assessments of the progress they are making. In addition, the childminder has recently developed individual learning plans for most of the children. As a result, the childminder is able to adequately describe her learning intentions for most children. However, her use of children's next steps in learning are not sufficiently robust or precisely focused in order for children to make the best possible progress. In addition, planning is general and not sufficiently focused on what children need to learn next or their individual interests.

The childminder provides children with regular praise and interacts with them appropriately to promote their learning. For example, as they play she provides a commentary on what they are doing and encourages them to name objects and colours. The childminder follows younger children's non-verbal cues well. For example, younger children take her by the hand to show her what they want. This shows that they are confident in her care. Children show they are interested in books as they select them independently to look at. They begin to develop an understanding of how things work as they use a variety of cause and effect toys, for example, pressing buttons to make music.

Children are able to develop their hand to eye coordination as they use a suitable range of tools for creative play. For example, they use paintbrushes to paint and make hand and foot prints. Children talk with confidence about what they have painted and older children are able to give meaning to their marks, for example, they tell the childminder, 'This is the heart and this is the head'. The childminder suitably extends their learning, for example, she asks them, 'How many feet does your dinosaur have?' She also introduces language, such as big and small as she encourages them to describe the dinosaur they have painted. This supports children's mathematical skills and develops their communication skills. The childminder has suitable procedures in place to work with parents. Verbal information is shared on a daily basis and children's learning journals are sent home regularly. In addition, a noticeboard displays information about planned activities for the week. The childminder also completes and shares with parents the progress check for children aged between two and three years. This means that any gaps in children's learning are quickly identified and keeps parents suitably up to date about the progress their children are making.

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

Children's personal, social and emotional development is appropriately fostered by the childminder. They develop close attachments with her as she responds to them in a positive and friendly manner. Suitable information is obtained from parents prior to their children starting in her care. This includes, medical needs, dietary requirements and routines. This promotes a smooth move for the child, from their home into the childminder's care. The childminder supports children to be emotionally prepared for starting school. For example, she takes them to local playgroups where they can socialise with their peers. In addition, children accompany her as she takes older children to school, this helps to familiarise them with other settings.

Children have suitable space to play in the childminder's home. The childminder has a

sufficient range of age-appropriate resources, which are generally stored at a low level so that children can access them independently. The childminder has a suitable understanding of the importance of using age-appropriate techniques to manage children's behaviour. For example, she displays house rules, encourages children to share with each other and uses discussion to help children to learn right from wrong. As a result, children develop an appropriate understanding of the childminder's expectations and behave suitably in her care.

Children develop their understanding of adopting a healthy lifestyle because they have regular opportunities for outside play and to benefit from fresh air and physical exercise. This includes going for local walks and on visits to the forest or parks. The children sleep according to their needs and parents' wishes, and this helps to support their overall well-being. The childminder further supports children's good health as she understands the importance of providing children with healthy snacks and regular drinks of water or juice. Consistent daily routines, such as washing hands prior to eating, helps to reduce the risk of cross-infection in order to keep children healthy and safe. Children begin to learn about how to keep safe through regular activities, such as practising fire drills.

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

Children are safeguarded as the childminder has a suitable knowledge and understanding of the safeguarding and welfare requirements. All legally required information, policies and procedures required to meet the needs of the children are in place and up to date. This includes, a record of attendance and children's dietary requirements. Children's welfare is further promoted as the childminder demonstrates a clear understanding of the signs and symptoms of abuse and procedures to follow should she have a concern about a child. This is supported by a written policy. The childminder completes written risk assessments and daily checks of the space inside and outside, which is used by children. This ensures that any hazards are appropriately identified and minimised for children.

The childminder makes suitable use of assessments of children's progress to ensure that all areas of learning are appropriately covered. She has completed first-aid training and has addressed both of the recommendations raised at the previous inspection. This includes, sharing her learning journals with parents. In addition, the childminder reflects on her own practice and meets regularly with other childminder's to discuss practice. This demonstrates a suitably positive attitude towards continuous improvement. However, although the childminder is aware of some weaknesses in her practice, her systems for self-evaluation are not robust. She has not considered how she will prioritise and address any weaknesses and she has not effectively involved parents in providing feedback. This does not fully support sustained improvements that will further enhance experiences for children.

The childminder has suitable procedures in place to work with parents. She shares her policies and procedures with them at the start and important information is displayed for parents to see. This includes, her certificate of registration, meals and activities for the

week. This means that parents are kept suitably informed about how she works. The childminder has a suitable understanding of the importance of sharing information with other providers. For example, information about children's medical needs are shared between the childminder and nursery. However, the childminder does not fully share information about children's individual progress. This does not fully support continuity of learning for children who attend more than one setting.

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	EY221269
Local authority	Durham
Inspection number	869798
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	17/10/2008
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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