

Inspection date	15/01/2015
Previous inspection date	15/11/2010

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 has very robust understanding of the safeguarding procedures, which keeps the children safe from harm. Policies and procedures underpin the childminder's good safeguarding practice.
- The childminder has developed strong links with parents and with the children's school/nursery and as a result there is a co-ordinated approach to children's learning and development.
- The childminder provides a warm welcoming stimulating environment for children, which promotes children's sense of belonging and builds their self esteem.
- The childminder has a very good knowledge of the children in her care and is skilful in helping them to extend their concentration, maximising learning opportunities.

It is not yet outstanding because

- The childminder sometimes misses opportunities to help the children to become more fully independent, for example, children are not always provided with the opportunity to make free choices or to help to prepare activities and snacks.

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 room used and looked at the outdoor environment.
- The inspector discussed an activity undertaken during the inspection, with the childminder.
- The inspector spoke to the childminder at suitable times, throughout the inspection.
- The inspector discussed children's assessment files and looked at planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the childminder.
- The inspector was unable to meet with parents on the day but took account of their views, provided in letters.

Inspector

Trish Potts

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in the East Herrington area of Sunderland with her husband and four children. The house is situated within easy reach of local amenities including schools and shops. The whole of the ground floor is used for childminding purposes. There is also an enclosed rear garden for outdoor play. There are currently eight children on roll, four of whom are in the early years range. Children are cared for on five days a week between the hours of 7am and 6pm.

What the setting needs to do to improve further

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

- provide even more opportunities to encourage children's independence, for example, by allowing children to make more choices of activities and to help to prepare their own snacks.

Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage and the quality of teaching is good. Children are well stimulated in this welcoming and supportive environment, ensuring they feel comfortable and confident. The childminder has forged very strong relationships with parents and works closely with them from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. Alongside this she uses her own initial observations to identify children's starting points. Consequently, children make very good progress in relation to their developmental starting points. Individual learning journals are in place for all children; these include observations and photographs of activities the children have taken part in. The childminder uses the observations to inform her assessment of children's development and to identify the next steps in children's learning.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check for children between the ages of two and three years. Progress checks are shared with parents and the childminder uses them to ensure children receive any support they need. She has a very good knowledge of the children in her care and is skilful in helping them to extend their concentration, maximising learning opportunities and as a result, children are gaining skills in readiness for their next stage in learning and to work towards their expected targets in the Early Years Foundation Stage.

Children's language, early writing and literacy skills are promoted. As children are drawing

and making marks with chalk on a board and wiping it off, the childminder introduces language, such as 'disappear and clean'. She goes on to extend their language with names of some of the shapes, for example, 'circle and straight line'. She gives the children praise for attempts at shapes and for working together and sharing, building on their self-esteem and encouraging future learning. Children are encouraged to learn about different cultures and activities children take part in at school are followed on in the childminder's home. The childminder is very aware that all children have their individual needs and she makes every attempt to meet these. Parents comment that they are very happy with the progress their children make in their learning and development. They regularly discuss children's achievements and learning together and sharing what they are doing at home and with the childminder. Consequently, children make very good progress in relation to their developmental starting.

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

The childminder's home is a warm welcoming environment for children and parents to enter. There is a dedicated playroom for children's use which has educational posters, photographs of children taking part in a variety of activities and examples of children's work displayed. This helps to promote children's sense of belonging and heightens their self-esteem. The childminder recognises the importance of children feeling comfortable and emotionally secure from the start. She talks to parents about children's individual care needs before they start and makes certain that this exchange of information is maintained throughout their time with her. As a result, children are well settled and have formed close, secure relationships with the childminder.

The childminder positively promotes children's good health. She takes children outdoors most days, enabling them to be physically active and benefit from fresh air. Children are taught about how to keep themselves safe. For example, they are reminded to sit on seats and not stand on them. Regular emergency evacuation drills are carried out so children know what to do in an emergency. Children are encouraged to develop healthy lifestyles. They are taught about healthy eating and a range of foods to promote good health is offered at snack and lunch times. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. The childminder supports children in learning about simple personal hygiene. For example, she supports children in washing their own hands. The childminder talks to children about how to keep healthy by eating healthily and exercising. Children are becoming increasingly independent and are learning to care for themselves with support. For example, younger children cooperate when having their nappies changed. However, planning of some activities and unplanned opportunities are not always grasped to encourage children to be more fully independent. For example, they are not always provided with the opportunity to choose their own activity or to prepare their own snacks.

The childminder supports inclusive practice and equipment, such as books, puzzles and games and role play toys are reflective of a variety of cultures and abilities. There is a very wide range of activities which are suitable for children of various stages of development and resources are readily available to use according to children's interests and needs. The

childminder has a calm and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and modelling good manners. Consequently, children behave well, recognising boundaries and responding to expectations. The childminder plans activities to encourage sharing and turn taking. This is developed further by attending community groups so that she can support children to play alongside others and develop their confidence in larger groups. These skills help to prepare children well, for the next stage in their learning.

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

The childminder demonstrates a good understanding of her responsibility to ensure that she meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. Children are effectively safeguarded as the childminder has a very good understanding of the signs and symptoms of abuse and knows who to contact should she have a concern about a child's welfare. The childminder has good practical measures in place to further safeguard children. For example, she keeps external doors locked and checks the identity of all visitors before allowing them on the premises. Risk assessments are carried out regularly and smoke alarms are in place and checked regularly. The childminder supervises children well and they are well protected in her care. She keeps thorough records of attendance and has documentation in place to record accidents and the administration of medication. These procedures support the childminder to further protect children and promote their welfare. There is a comprehensive set of policies and procedures in place, which underpin her good safeguarding practice.

The childminder uses information from training courses to inform any necessary changes or improvements to her practice. She also speaks to parents on a daily basis. She then links these comments to her own evaluation of her setting and is always looking to make improvements. Any suggestions from parents, for change or improvement are acted upon as necessary. This helps to ensure the childminder provides the best possible care for the children. The childminder demonstrates a strong commitment to her, own professional development. For example, she regularly attends local authority training, has meetings with an advisor and reads childcare publications to keep her knowledge up to date. She has a current paediatric first-aid qualification.

The childminder understands the importance of communication with parents and other professionals involved in children's learning and development. She monitors children's progress and planning is based on assessment and is tailored to suit children's learning and development needs. This means that any gaps in learning are identified and children have the best opportunities to maximise learning opportunities. The childminder continues to work closely with parents in order to provide a consistent coordinated approach to children's learning and development. She seeks information about what children are doing in school and supports projects the children are working on. Parents write very complimentary letters about the childminder which reflect their respect for her. For

example, 'We are so happy that our child is coming to her house. When I pick her up at night, she is always happy and smiling. We are over the moon with the service she provides and with the progress our child has made since she started.'

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	EY407931
Local authority	Sunderland
Inspection number	874213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/11/2010
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
Manchester
M1 2WD

T: 0300 123 4234
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