

<b>Inspection date</b>	9 February 2015
Previous inspection date	15 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder's safeguarding knowledge and procedures are good. This ensures children's welfare is protected and they are kept safe from harm.
- Teaching is good because the childminder understands how to promote children's learning to enable them to achieve.
- Children form secure attachments with the childminder. Consequently, they are happy, content and keen to explore and learn.
- The childminder's self-evaluation identifies areas for development. As a result, clear priorities are set for improvement.
- The childminder has developed good working relationships with parents and other settings that children attend. This ensures children settle well and information about their progress and care is shared.
- Children's behaviour is good because the childminder is a good role model and reminds children of the rules and boundaries.

### It is not yet outstanding because:

- The childminder does not always use opportunities during routines, such as snack time, to further promote children's social skills and independence.
- Adult-led activities are occasionally too long, which means children lose interest.

## What the setting needs to do to improve further

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

- promote children's social skills and independence further during daily routines, for example, by giving children the opportunity to prepare the snack and choose what they would like to eat
- develop adult-led activities to ensure that they always meet the children's needs, so that the children do not get bored and lose interest.

### Inspection activities

- The inspector observed activities taking place in the lounge and kitchen and viewed the areas of the premises used for childminding.
- The inspector took account of the views of parents spoken to during the inspection and also via written feedback.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including verification of suitability checks for household members.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.

### Inspector

Maureen Sheekey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children's starting points are identified with the help of parents, before their children start with the childminder. This provides parents with good opportunities to share details of their children's interests and abilities. Children enjoy a wide range of activities and experiences, which cover all the areas of learning. However, adult-led activities can sometimes lose the children's attention due to the length, so they can become distracted. The childminder closely monitors children's achievements, using information from detailed observations and assessments, to make sure they are progressing across all areas of learning and development. Children are encouraged to lead their own learning. For example, children asked to paint and play with malleable materials. They were engaged in this activity for a long period of time. The childminder extended this activity well by discussing shapes, colours and textures. She supports children to count regularly, for example, counting wheels on vehicles. She extends their language at every opportunity. As a result, children make good progress and are well prepared for their future learning.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy, inquisitive and show good levels of self-esteem and emotional security. This supports their future learning well and helps them to be confident and ready for the move to nursery. Children develop a good understanding of how to keep themselves safe, as the childminder reminds them to tidy up when they have finished playing with toys, to avoid having too many things to trip over. Children increase their understanding about health and hygiene effectively, through established daily routines, such as cleaning their hands. They understand about eating healthily, discussing the fruit they are eating at snack time. However, independence is not always promoted at this time by allowing the children to prepare and choose their own snack. The children visit the local park and enjoy running up and down the hills on the way there. They enjoy being outdoors where they have a variety of resources to play with. This develops their physical skills effectively and ensures they get plenty of fresh air.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder understands how to keep children safe. She completes risk assessments on all areas and has effective safety measures in place to reduce the risk of accidents. The childminder demonstrates a good understanding of the areas of learning. She ensures the educational programmes she plans reflect children's needs and interests. The childminder knows what stage each child is at in their learning and where they need further support. She knows this through completing effective observations, planning and progress summaries. The childminder is committed to continuous professional development. She has completed a level 3 qualification and regularly attends training on offer locally, which has a positive impact on her provision for children. The childminder regularly shares children's achievements and progress with parents, so they know what their children are doing and can extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	313961
<b>Local authority</b>	Durham
<b>Inspection number</b>	865039
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 April 2010
<b>Telephone number</b>	

The childminder was registered in 1999. She lives in a house in Stanley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

