

Inspection date	16/12/2014
Previous inspection date	27/01/2010

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

- Children are happy and settled in the clean and welcoming setting. They develop positive relationships with the childminder, who is fun and attentive and knows them well. This promotes children's sense of security and well-being effectively.
- Children enjoy a wide range of activities that have breadth and depth across the seven areas of learning. This helps them to make good progress in their learning and development.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are protected and cared for in a safe and well-kept environment that promotes their welfare, safety and well-being.
- Partnerships with parents and other professionals are well established and make a strong contribution to meeting all children's individual needs.

It is not yet outstanding because

- Occasionally, the childminder does not give children sufficient time to think about their responses or to try out ideas for themselves, in order to further develop their critical thinking skills.
- The childminder does not always keep background noise to a minimum to help children to concentrate and to prevent them from, occasionally, becoming distracted.

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 toured 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 took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector checked evidence of the suitability of adult household members.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Tanfield Lea, County Durham. The whole of the ground floor and the first floor bathroom of the childminder's house and rear garden are used for childminding. The family has a pet cat. The childminder collects children from the local schools. There are currently five children on roll, four of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 6am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their critical thinking skills, for example, by giving them more time to think about their responses to questions or try out new ideas for themselves
- keep background noise to a minimum, for example, by only using the television for a particular purpose to lessen possible distractions for children.

Inspection judgements

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

The experienced and friendly childminder has a good knowledge and understanding of how children develop and the areas of learning. She responds effectively to children's emerging needs and interests and plans a good range of adult-led and child-initiated activities. For example, she follows children's interest in a story by providing toy soldiers for them to play with. The childminder regularly completes observations of children's progress. These are linked to the areas of learning and include children's next steps in learning. This means that the childminder is able to plan activities, which are based on the children's individual stage of development. In addition, the childminder ensures that all children, including those with special educational needs and/or disabilities, make good progress in relation to their starting points. This is because the childminder completes regular assessments, which link to the children's age and stage of development. In addition, the childminder obtains information from previous settings, when applicable, to help her to accurately assess children's starting points in learning. The childminder also completes the progress check for children aged between two and three years, which she shares with parents. Through these approaches, the childminder is able to quickly identify and address any gaps in children's learning. As a result, children develop the key skills

needed for the next steps in their learning and their eventual move to school.

Children's communication skills are developing well. This is because the childminder sits on the floor with them and enthusiastically engages in their play. She provides commentary on what they are doing, modelling language and asking questions to extend their vocabulary. For example, she uses words, such as 'in' and 'out', demonstrating these with actions. She ensures that children with special educational needs and/or disabilities are fully included in all activities and are able to make good progress. For example, she reinforces words through repetition and provides children with lots of praise as they attempt to copy her. However, the childminder, at times, does not give children sufficient time to think about and respond to her questions or to try out new ideas for themselves. For example, she does not allow children to add more water to the snow. This means that, at times, she is not able to make the most of opportunities to further develop children's critical thinking skills. The educational programme provides depth and breadth across all areas of learning. The childminder provides a good range of challenging activities, which interest children and promote their enthusiasm for learning. The childminder supports children well to develop their early mathematical skills. For example, as they play, she encourages them to count how many soldiers they have. Children have good opportunities to be creative through planned activities, for example, they make large sledges out of cardboard boxes. The childminder extends children's hand-to-eye coordination well. For example, she provides them with various sized spoons and scoops, so that they can explore the snow that they have made.

The childminder has good relationships with parents. She keeps parents well informed about their child's learning and development. For example, she regularly shares her learning journals of children's progress with parents and encourages them to contribute verbal information about their learning at home. This helps the childminder to have a full picture of children's learning at home and in her care.

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

Children's personal, social and emotional development is fostered well. They develop strong attachments with the childminder, who responds to them with kindness, warmth and purposeful care. Consequently, children are happy and settled. The childminder obtains written information from parents about children's likes and any medical or dietary requirements they may have prior to starting in her care. This helps to promote a seamless move from home into the childminder's care and means that all children have their individual needs met well. Children are equally well supported in preparation for starting school. The childminder encourages children to develop their self-care skills, such as putting on their own coats and shoes. She also talks to children about starting 'big school' and takes them to regular groups where they can socialise with their peers.

The childminder provides a warm and welcoming environment for all children. She has a good range of age-appropriate resources, which are stored in clear boxes and set out for children each day. However, the constant background noise from the television is, at times, a distraction to the children. This does not encourage children to be more engaged in their learning and play to build on the good progress they make. The childminder acts

as a positive role model for children and uses a consistent approach to managing their behaviour. She reminds children to share and uses sign language to reinforce their listening skills. In addition, she provides children with regular praise and encouragement. This helps to promote children's self-esteem and results in them behaving well. Children have good opportunities to learn about how to keep themselves safe. For example, they practise fire drills and learn how to keep safe when crossing roads.

Children's good health is promoted well. The childminder provides children with regular drinks and healthy meals and snacks, such as fresh fruit. Children also learn about keeping healthy through role play, for example, they pretend to be doctors and use bandages to make each other better. In addition, the childminder ensures that children wash their hands regularly and she asks visitors to use anti-bacterial hand wash before entering her home. This helps to reduce the risk of cross-infection. Children's good health is further promoted as they have daily opportunities to be active in the fresh air. For example, they play in the garden and go on outings to local parks.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements. As a result, she ensures that children are safe and feel secure. The childminder has a good understanding of her role in protecting children. She has a secure understanding of the signs and symptoms that would alert her to any child-protection issues. In addition, she is confident about the action to take if she had a concern about a child in her care. All adults living on the premises are checked to ascertain their suitability to be in contact with children. The childminder risk assesses her premises and outings regularly, in addition she ensures that children are supervised at all times. The premises are secure because the childminder ensures that doors and gates are locked. All documentation required to effectively safeguard and support children's welfare is in place and up to date. This includes children's records, hours of attendance and medication records. As a result, children are safeguarded well.

The childminder has a good understanding of the importance of working with other professionals to ensure that all children, including those with special educational needs and/or disabilities have their individual needs met well. For example, she invites speech and language therapists to visit children in her own home and she uses the information provided by them to support her planning. The childminder also works very closely with other settings. For example, she spends one morning each week in the local pre-school to maximise a joint approach to children's care and learning. The childminder's partnerships with parents are good. She provides them with her policies and procedures prior to their children starting in her care. This ensures that they are well informed about the service she provides.

The childminder demonstrates a positive attitude towards developing her practice. For example, she is currently updating her safeguarding training online. This helps her to develop her understanding of good quality childcare. The childminder monitors her

practice through obtaining feedback from parents and children to identify her strengths and areas for improvement. The childminder has also completed the Ofsted self-evaluation form. Consequently, she shows a good capacity to improve. The childminder demonstrates a good understanding of observation and assessment and uses this well to provide children with a wide range of activities that cover all areas of learning. As a result, children are motivated and learning meets their individual needs.

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	313632
Local authority	Durham
Inspection number	871948
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/01/2010
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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