

Inspection date

27/05/2014

Previous inspection date

06/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 feel safe and secure with the childminder, who provides a caring home environment with familiar routines. She builds effective relationships and attachments with children, which supports their emotional well-being.
- The childminder demonstrates a good understanding of how young children learn and provides a range of play opportunities that promote children's learning and development well.
- The childminder has a good knowledge and understanding of her role and responsibilities with regards to safeguarding children and keeping them safe. She has implemented written policies, procedures and risk assessments and she shares these with parents.
- The childminder has built very good relationships with parents. They exchange information about the children each day they attend, maximising their welfare and learning.

It is not yet outstanding because

- There is scope to further develop the use of open-ended questions to enhance the already good opportunities for children to develop their thinking and learning.
- There is scope to develop the educational programme for mathematics further by ensuring that the childminder maximises opportunities to promote counting through everyday activities.

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 practice and interaction between the childminder and children during play and at snack time. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures and the suitability of all adults within the home.
- The inspector examined the children's learning and development records and observation, planning and assessment procedures.

Inspector

Eileen Grimes

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a mid-terraced house with her adult children in Langley Park in County Durham and uses the whole of the ground floor and the rear garden for childminding. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She is open all year round from 7am to 6pm, Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- strengthen the use of open-ended questions to develop children's thinking and learning, encouraging them to think about alternative ways of doing things
- enhance children's understanding of early mathematics by ensuring counting is consistently used throughout the daily routine.

Inspection judgements

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

The childminder is enthusiastic and passionate about her work; she demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder successfully promotes the children's learning and development in the prime and specific areas of learning by providing them with a variety of interesting and challenging activities. As a result, children make good progress in their learning and development from their starting points. The childminder offers a balance of adult-led and child-initiated learning experiences to meet the individual needs and interests of the children. Consequently, children are engaged and motivated in their learning. The childminder completes regular observations and assessments of the children and uses this information to develop future planning and identify the children's next steps in learning. Detailed records enable the childminder to clearly identify and address any gaps in children's learning to ensure they are progressing well for their age and stage of development.

Teaching is effective because the childminder participates well in children's play as she gets down to their level and allows children to take the lead. As a result, children concentrate well throughout their activities and feel valued. Children enjoy sitting and reading with the childminder. She encourages them to make independent choices about

the books they wish to read and then they cuddle on the settee with older children helping and supporting younger children with animal sounds. This develops children love and appreciation of books and develops pre-reading skills. Children are proud of their achievements and proudly state this is for 'mam'. However, the childminder sometimes misses opportunities to extend children's thinking and learning as she does not always use open-ended questioning to encourage them to think about alternative ways of doing things. The childminder promotes the children's personal, social and emotional development as she plans regular outings in the local area to the park, wildlife centre and woods. As a result, children are able to explore different environments and start to develop an understanding of their wider community. The children regularly take part in special events to develop their knowledge and understanding of the world. For example, the childminder has explored Chinese New Year and Remembrance Day with the children. The childminder encourages the children to make independent choices about their play as most resources are easily accessible. However, there is scope to develop opportunities to promote mathematical concepts and counting further through everyday activities.

The childminder is aware of the need to complete the progress check for children between the ages of two and three years. She has a format in place and understands the need to share this with parents. Parents are well informed as they receive verbal and written feedback at the end of each session; this ensures they know about their children's achievements and progress. Parents are actively encouraged to share information about their children's learning and development at home. Consequently, they feel involved and supported by the childminder. Children increase their social experiences and extend their range of activities as they attend regular community groups in the local area. This enables the children to socialise with others and develop their confidence. Consequently, children are developing the necessary skills needed for the next stage in their learning at school.

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

The childminder provides a warm, friendly and welcoming environment, which supports the children's emotional well-being. Children are happy and settled, which results in them forming secure attachments and positive relationships with their peers and the childminder. There are good settling-in procedures where the childminder works closely with parents to share relevant information to ensure the children benefit from consistency of care. Children form close bonds with the childminder as their needs are fully met. For example, they regularly share cuddles when tired and seek reassurance throughout their play. Children are well prepared for their future transition to school, as the childminder shares relevant information with teachers and completes written assessments which shows an overview of the children's learning and development.

Children's behaviour is very good and is managed effectively by the childminder as she responds sensitively and appropriately to the age of the children. As a result, children are aware of the boundaries and expectations within the setting. The childminder acts as a positive role model as she teaches the children to use good manners and be kind and polite to each other. The childminder uses regular praise and encouragement to ensure the children feel appreciated and respected. Consequently, children are developing their self-esteem. The childminder talks about the importance of safety throughout the

children's activities and special events. For example, children understand how to use the large climbing frames in the park. This ensures children start to develop a good understanding of risk and teaches them to keep themselves safe. She encourages children to be independent as they can by allowing appropriate time for them to complete tasks, such as, putting on their own coats and washing their own hands.

Children are provided with healthy meals and snacks throughout the day, which are supplied by the childminder in consultation with the children, to encourage them to make healthy and nutritious choices. The childminder demonstrates a good understanding of children's health and well-being. Children have daily opportunities for fresh air and exercise to ensure they are physically active. Children also have regular visits to the local park and soft play where the childminder encourages them to explore and investigate the large equipment.

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

The childminder demonstrates an effective knowledge and understanding of how to safeguard the children in her care. This is supported by a good range of detailed written policies and procedures, which are successfully implemented on a daily basis. As a result, the environment is safe and secure for the children. All records are well kept and all relevant parental permissions are in place. The children are well supervised, the childminder completes health and safety checklists to ensure that potential hazards are minimised within the indoor and outdoor environment. The required checks have been completed on the adults in the home to make sure they are suitably vetted. The childminder has attended relevant training in safeguarding and first aid to ensure the children's health and safety is well protected.

The childminder monitors the educational programmes for the children as she reflects on their learning and tracks the progress of their development. Self-evaluation is in place as the childminder can clearly identify her strengths and areas for future development. The childminder strives for continuous improvement to support children's achievements over time. She evaluates the practice within the setting to ensure she continues to provide good quality care for the children and evaluates the practice to ensure that parents receive a high quality service.

The childminder has well-established links with parents to support the children in their learning and development. Parents make positive comments and state that they would recommend her to other parents looking for childcare. The childminder has contact with other childminders and professionals in the local area, which enables her to share ideas and best practice. The childminder has effective links with the local primary schools and works in partnership with teachers to ensure smooth transitions for the children and to complement their learning in both settings. This supports the children's learning and development by providing a consistent and continuous approach to ensure their individual needs are being met.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	313703
Local authority	Durham
Inspection number	932001
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	06/11/2008
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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