

Inspection date	30/09/2014
Previous inspection date	26/05/2009

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 make good progress because the quality of teaching is good. The childminder and her assistant know the children well and provide experiences and activities that they are interested in and enjoy.
- Children are happy and relaxed within the childminder's home because of the strong relationships established between them.
- The childminder has a good understanding of her responsibilities to safeguard children. Consequently, children are cared for in an environment that promotes their safety and well-being, both within the childminder's home and when on outings.
- The childminder and her assistant are committed to developing their skills and knowledge. They work very well as a partnership, which has a positive effective on children's learning.
- Partnership working with parents and other professionals is good. Smooth transition arrangements ensure children are well prepared for the transfer to school and the next stage in their learning.

It is not yet outstanding because

- There are fewer opportunities for children to count and use numbers while they play which impacts on their awareness of numbers.
- There are not always daily opportunities for children to access sand, water and mud to support their exploratory and investigative impulse.

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 children's play and adult and child interactions both indoors and outdoors.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at children's learning journal records and a range of other documentation.
- The inspector checked evidence of suitability of adults living on the premises.
- The inspector took account the views of parents spoken to on the day of inspection.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 17 years in Darlington. The childminder has an assistant. The whole of the ground floor and the bedroom on the first floor are used for childminding. There is an enclosed back garden available for outside play. The childminder collects children from local schools and pre-schools. There are currently 18 children on roll, of who seven are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and 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 children's awareness of numbers by increasing opportunities for children to count and use numbers while they play
- provide daily opportunities for children to access sand, water and mud in order to support their exploratory and investigative skills.

Inspection judgements

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

The childminder and her assistant demonstrate a good understanding of how young children learn. They gather good information from parents about what their child already know and can do and they use this information well to start children's learning. The childminder provides a broad range of activities and experiences, which are tailored to children's interests and promote their learning across all areas. The childminder and her assistant observe children during child-initiated and adult-led activities which enables them to assess their current levels of development and to plan for their next steps in learning. Consequently, children make good progress in all areas of their development. The childminder regularly shares information with parents about the achievements and progress children make in her setting. The childminder carries out regular assessments which keep parents well-informed of their children's progress. This includes providing them with the progress check for children aged between two and three years when necessary. Consequently, the childminder and parents work together effectively to ensure that children make as much progress as they can.

The quality of teaching is good. The childminder and her assistant support children's communication and language skills well by using clear single words and short sentences to

support the children's emerging interest in language. Children enjoy looking at books and singing songs with the childminder. She engages their interests well by reading with expression and intonation. Children become deeply involved as they talk about the story and the pictures they see. As a result, children develop good speaking and listening skills. Children see lots of words and books in the play environment, which helps children to know that print carries meaning. The childminder supports children to take turns and build friendships. For example, children take it in turns to play a game of noughts and crosses outside. The childminder effectively supports children to work out where the last nought goes. As a result, children develop good thinking skills and learn to work out problems for themselves. The childminder promotes children's understanding of space and measure as she encourages children to place the noughts and crosses higher and lower on the fence. However, there are fewer opportunities for children count and use numbers in their everyday play, which has a negative impact on their awareness of number.

Children gain an awareness of how things work through a variety of cause and effect toys. For example, they understand to press a button to make a sound. Outdoors children have plenty of good opportunities to practice their physical skills. They jump on a trampoline, use their arms to pull themselves up a slope and throw and catch a ball. However, opportunities are not maximised for children to use access sand and water in their everyday play to support their already good exploratory and investigative impulse even further. Children have good opportunities to be creative and experiment with colour and texture. For example, children thoroughly enjoy making vegetable prints with a selection of interesting vegetables. The childminder and her assistant cleverly draw children's attention to the different patterns they make as they print with the various vegetables. For example, they encourage children to press the crunchy cabbage and bumpy corn into paint and onto the paper. This supports children to gain the skills needed for the next stage in their learning.

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

The childminder has a very effective key-person system. She tailors the settling-in process to make sure that children and parents are confident to separate, and children have time and freedom to build bonds. As a result, children soon become secure and settled. They are confident to explore and benefit from the childminder's and her assistant's warm and engaging manner. As a result, children feel a strong sense of belonging and their emotional well-being is consistently supported. Parents complete a registration form for their children upon entry. This provides the childminder with detailed and meaningful information on the children's care routines, health requirements, allergies, special dietary needs and food preferences. This means children are kept safe and their individual needs are very well met.

Children have access to a stimulating learning environment that supports all areas of learning. Resources are labelled and easily accessible. This means children make independent choices in their play. Children are progressing well as they are encouraged to be independent and manage their own personal care needs where appropriate. For

example, the childminder encourages them feed themselves independently. She supports children's knowledge and understanding of hygiene through explaining why she cleans their hands after messy play and before snack. The childminder provides children with healthy and nutritious food, such as fruit which helps children to understand the importance of healthy eating. Children with allergies and specific dietary requirements are kept safe as the childminder has robust procedures in place to ensure their individual needs are well met. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise. The childminder and her assistant support the children to learn about keeping themselves safe through regular discussions about road safety during their trips out.

The childminder adopts positive behaviour management techniques and provides the children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are supported to manage their own behaviour because the childminder explains to them the importance of sharing, taking turns and being kind to each other. As a result, children demonstrate a secure level of understanding of the behavioural expectations, appropriate for their age, and demonstrate good self-control. The childminder supports children's emotional well-being through supporting their different feelings and emotions, in particular, providing cuddles and reassurance for children who are unsettled. As a result, children develop an understanding of their own emotions and feelings and those of others and are emotionally well-prepared for their next stage in learning.

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

The childminder and her assistant have a good knowledge of the safeguarding and welfare requirements. Consequently, children's safety is well promoted. The childminder uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision at all times. The childminder has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. There is a clear safeguarding policy in place and the childminder and her assistant are confident about the action they would take if they had a concern about a child in their care. This means that she knows how to help protect children from potential harm. The childminder keeps clear records of children's attendance and vigilantly checks the identification of visitors. She is aware of her responsibilities when administering medication and holds a valid first-aid certificate. However, the childminder has not notified Ofsted of changes to her circumstances. This relates to an adult household member moving out of the home. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage and the Childcare Register. However, the adult household member was previously known to Ofsted and had undergone the required checks on suitability. Therefore, the impact on children's safety and welfare is minimal and means that children are effectively safeguarded.

The childminder has a good understanding of her responsibility in meeting the learning

and development requirements. She monitors the educational programmes to ensure that all areas of learning are covered and uses observations and assessments effectively to monitor progress and plan the next steps in children's learning. The childminder supports her assistant very well and both her and her assistant are committed to developing their skills and knowledge. They do this through self-directed study, meeting with other childminders and attending courses. The childminder and her assistant work very well as a partnership, which has a positive effective on children's learning. They are keen to continuously build upon their already good practice and seek the views of parents both verbally and through the use of questionnaires. The childminder links with the local authority which further demonstrates her commitment to improving her already good practice.

The childminder and her assistant have developed good relationships with local schools and information is shared to support learning, progression and smooth transitions. They understand that developing strong relationships with parents and external agencies has a significant impact on children's learning and the care they provide. She builds and maintains partnerships with parents through taking time each day to discuss their children's learning experiences and achievements, as well as their care needs. Parents are supplied with a good range of information and they have open access to their child's development files. The childminder has a wide range of written policies and parents have access to these in order to understand how the setting operates and how to make a complaint. Parents speak very highly of the childminder and her assistant and the service they deliver. They comment how well they have supported their children's care and development needs and note how much progress their children make. Parents written comments state that the childminder makes them feel 'very welcome' and are given 'plenty of information'.

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	500897
Local authority	Darlington
Inspection number	872261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	26/05/2009
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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