

Inspection date	05/11/2014
Previous inspection date	13/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 since her last inspection has significantly improved her knowledge and understanding of how children learn and of the learning and development requirements, to ensure that all areas of learning are fully covered. As a result, children are making good progress.
- Children's learning and development is enhanced in both the childminder's care and in their own homes. This is as a result of good working partnerships between parents and the childminder.
- Children form strong bonds with the childminder, who supports their emotional needs very well. Consequently, children feel secure to explore the environment and play.
- The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are being cared for in a safe and secure environment and are protected from harm.

It is not yet outstanding because

- Opportunities for children to use stimulating resources which are open-ended so they can be used, moved and combined in a variety of ways are not always easily available.
- The childminder does not always make the most of opportunities to extend children's thinking, for example, by using open-ended questions.

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 viewed the premises, toys and equipment.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed documentation including children's records, learning journals, a sample of policies and verified training certificates and evidence of the suitability of the childminder and other adults in the household.
- The inspector took account of written comments provided by parents for the purpose of the inspection.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Redcar. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, a nature reserve, beach and parks on a regular basis. She collects children from the local schools and pre-schools. The provision operates all year round from 8am to 6pm, 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:

- enhance opportunities for children to easily access stimulating resources which are open-ended so they can be used, moved and combined in a variety of ways, to further develop their thinking and extend their learning
- provide even more opportunities for children to develop thinking skills by, for example, asking more open-ended questions.

Inspection judgements

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

The childminder's teaching is good and she has a clear understanding of how children learn and develop. She has worked closely with the local authority advisors to develop systems for observation, assessment and planning. She uses observations of children's learning and development to help them obtain the skills, attitudes and dispositions that they need to achieve well in their next stage of learning, including school. Planned activities are purposeful and age appropriate. For example, young children enjoy exploring paint and confidently talk about the marks they have made. The childminder uses observation effectively to identify children's current development levels and plan next steps in their learning. She successfully monitors children's progress so that she can promptly identify gaps in their learning. As a result, children make good progress, in relation to their starting points. Parents are kept well-informed of children's achievements through regular discussions, daily diaries and written summaries of development. These include the progress check for children between the ages of two-and-three years. This shared approach to children's learning and development contributes to the progress they make and demonstrates continuity of learning between home and the setting.

The childminder provides a welcoming and generally well-resourced environment where children can explore a good range of toys and equipment overall. However, resources

which are open-ended so they can be used, moved and combined in a variety of ways, to further develop children's thinking and extend their learning are not always easily accessible. The childminder knows children well and she uses their interests to effectively develop their communication and language skills. For example, she provides a variety of different coloured paints with glitter added because children are very interested in painting and are excited to attend a local fireworks display. She encourages them to make marks with the paint to represent the fireworks in the sky. She uses words such as, swoosh, bang and weeee, to describe the noises the fireworks make. She gives children time to repeat the words and encourages them to think of other sounds they might make. However, the childminder does not build on all opportunities to extend children's thinking skills through well considered use of open questions.

Children competently count throughout their activities, for example, they count how many building blocks, cars or pieces of banana they have. The childminder also encourages children to join in with familiar number rhymes to help develop their awareness of number names and counting skills. Children enjoy reading independently, they confidently hold books the right way and turn pages. They name the different animals in the pictures and confidently approach the childminder if they are not familiar with the animal names. She responds quickly and praises them for their efforts. The childminder interacts well with children as they play. She makes sure she sits with them at their level and constantly engages them in conversation about their play, which significantly enhances their communication and language skills. For example, she encourages discussions about how many blocks they have used and how high they have made their tower. Children have a wide range of opportunities to develop their understanding of the world around them. For example, they visit local places of interest, beaches and parks regularly. They also have access to a wide range of interactive toys, which help to develop their early understanding of how things work.

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

The childminder recognises the individuality of children and knows them well. This is because she gathers information from parents during settling-in visits about children's individual interests and their home routines. The childminder uses this knowledge effectively, providing children with continuity of care. Consequently, they respond well to her warm and affectionate approach, forming secure relationships with her. This means that children are happy and settled in her care. The childminder encourages children through an effective use of praise, boosting their self-esteem. Consequently, they are developing the self-confidence to become independent learners. Children eagerly explore the stimulating environment, demonstrating their curiosity and independence as they make choices about their play. This means the childminder supports them well to develop their own ideas and interests. The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. She has clear and consistent boundaries and supports children as they begin to understand the consequences of their behaviour. Their positive experiences mean that they face other new situations with growing confidence and are, therefore, emotionally well prepared for other changes in their life, such as the move to school.

Children take small but safe risks when playing and the childminder offers support through constant discussion. For example, children avoid obstacles in the home and garden and they are developing awareness about risks when walking to school. The outdoor area is welcoming and resources support children to explore and investigate. Additional safety practices are in place outdoors, such as high locks and bolts on external doors and gates, to ensure children are unable to leave unattended. This means children can play in a safe environment. The children have a very good knowledge of hygiene as the childminder ensures sensible routines are followed and talks to children about why this is important. Consequently, children are able to confidently state how important it is to 'always wash germs off your hands to stop them spreading.' They have great fun making banana milk shakes for snack and confidently peel their own banana and mash it up, mixing it with yoghurt and apple juice. They also talk about the different fruits that are good for you. Children regularly visit the local park, woods and play areas. This further enhances their physical and social experiences and they learn to take manageable risks as they use large play equipment. Therefore, healthy, safe lifestyles are very well promoted.

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

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, and a subsequent monitoring visit, she has successfully addressed the actions and recommendations made and has improved the quality of the provision significantly. For example, there are now effective procedures to accurately observe and assess children's starting points and ongoing progress. The childminder works closely with the local authority advisors to monitor and develop the educational programmes to ensure that all areas of learning are fully covered and children are making good progress.

The childminder is confident in her role to safeguard children. She has a good awareness of the possible signs and symptoms of abuse and of the procedures to follow if she has any concerns about children in her care. The childminder completes risk assessments and daily checks to ensure that children are well protected and can play and learn in a safe and secure environment. The childminder holds a current certificate in paediatric first aid. She ensures that the administration of medication and accidents are recorded accurately and shared with parents. The childminder has an effective emergency evacuation plan and carries out regular fire drills, so that the children are aware of the escape routes. This helps to ensure that children are kept safe from harm.

The childminder has good relationships with parents. She regularly shares with them information about children's achievements and progress. For example, they have access to their children's daily diaries. They frequently write and update the diaries with their own comments and information about children's achievements at home. The childminder also speaks daily with parents, this ensures that there is a continuity of care and learning between the childminder and children's home environments. The childminder has established good links with the local nursery and school and as such, there is an effective exchange of information that supports a consistent approach to children's learning and development. The childminder uses an effective system for self-evaluation and can clearly identify her strengths and areas for future development. The childminder attends training

courses to improve her skills, knowledge and understanding. She has good links with the local authority advisors, which enables her to discuss best practice and further support children in their learning and development. Furthermore, the childminder has met the action raised at the last inspection, with regard to her developing a clearer understanding of the different ways that children learn, in order to support children to make the best possible progress they can. This demonstrates the childminder has a strong commitment to her professional development and has capacity to maintain continuous improvement.

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	EY243095
Local authority	Redcar & Cleveland
Inspection number	976962
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	13/05/2014
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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