

Inspection date	07/12/2012
Previous inspection date	24/09/2008

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

- The childminder has a good understanding of learning and development and children are provided with a wide range of experiences that they enjoy.
- Children are happy and safe in a caring and secure environment.
- The childminder has trusting and supportive relationships with parents, which ensures that information is shared well to support children's learning and welfare.
- The childminder is organised, experienced and a good role model for the children in her care. This means that she a good quality service.

It is not yet outstanding because

- The childminder has scope to further develop planning to meet individual children's interests and needs by evaluating present planning, in order to provide a more specific focus for learning.
- There are minor gaps in the successful tracking and linking of progress made from children's specific starting points. This means that the childminder is not fully aware of children's progress.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the main playroom of the setting and viewed all other areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed supporting documentation, which included learning journeys, assessments, observations, risk assessments, a range of policies and supporting letters from parents.

Inspector

Marian Thomas

Full Report

Information about the setting

The childminder has been registered since April 2003. She lives in Darlington with her partner and her child aged 12 years. The whole of the childminder's house is used for childminding and there is a large fully enclosed rear garden available for outdoor play. She lives close to a number of local amenities, including shops, parks and schools.

The childminder offers a full-time service, including after school care and school holidays.

She is currently caring for seven children, two of whom are in the early years age range and one child is aged over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a National Vocational Qualification Level 3 in Childcare, Learning and Development and has a Diploma in Homebased Childcare. She is also accredited with a Quality First Certificate from her local authority. She is a member of the National Childminding Association and a member of the Darlington Childminders Group.

What the setting needs to do to improve further

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

- review, evaluate and further develop systems of planning to ensure children's individual interests and needs are fully taken into account
- ensure children's starting points are clear and the information used more effectively to track children's learning and development.

Inspection judgements

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

The childminder uses the guidance, Development Matters in the Early Years Foundation Stage, as a basis from which to assess children's learning, development and progress. She is experienced and has a good understanding of how children learn and think.

Opportunities for learning are provided in a spacious well-resourced playroom with easy access to toys and activities. Drawers and baskets are labelled with words and photographs, so the youngest children know what they would like to choose. Routines are well established and children are confident, settled and happy. The childminder provides age-appropriate resources to support children's engagement in activities, such as a treasure basket containing a variety of interesting natural and man-made articles, which can be transported, made into a tower, make noises, sorted, counted and used for role play. The activity supports language development, physical development and thinking skills as the problem of balancing blocks in a small space is solved after a number of attempts. The language used by the childminder effectively supports children's thinking skills and extends learning. For example, the childminder repeats and introduces new words during interactions.

The childminder listens and observes children's interests. Play opportunities are balanced between adult-led and child-initiated, enabling children to make good progress towards

the early learning goals. Children have access to books, role play activities and small world. Creativity is encouraged and children take part in a variety of seasonal activities, for example, making a bell for the Christmas tree. Independence is encouraged and the childminder is sensitive to the children's thinking and learning, deciding when to interact and when to value their independent play.

The childminder places high value on children being involved in their own personal care. Children wash and dry their hands and know they have to do so prior to having lunch. Children choose what they would like and the childminder talks about what they are eating, relates it to their favourite food and what they eat at home. A choice of cup means that children can confidently attempt to drink from a big cup but know they can revert to a more familiar cup with a top if they need to. Numbers and counting are introduced using buttons on clothes during nappy changing. Children settle well at rest time as the childminder is a trusted and familiar adult. Care routines are agreed with parents at registration.

The childminder uses the outside area well. It is large, well resourced and children have access to climbing equipment, which encourages the development of gross motor skills with an acceptable risk. Children are taken on regular outings to the park, local playgroups and activity groups whatever the weather. These experiences have a positive impact on the children's personal and social skills and promotes their confidence and independence. At registration, parents complete an 'All About Me' profile, so the childminder knows about individual likes and dislikes. The childminder is beginning to translate information from this and observations onto individual progress sheets provided by the local education department. However, starting points are not clear, in order for the information to be used effectively to track children's learning and development.

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

The childminder is a happy and confident person. She provides a homely, comfortable and calm environment with familiar areas and routines. Children are happy and feel safe and secure in her care. She visits the homes of children prior to registration and provides a comprehensive pack containing policies, care plans and permission forms. Settling-in visits are encouraged and as a result, parents feel comfortable in leaving their children in her care. Children are attached to the childminder and trust her to provide for their needs. They move freely around the playroom and use resources, which supports their exploration and independence. They are confident to engage adults in their play.

Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. As a consequence, parents are very supportive. They regularly contribute in the home learning journals and share information from home. Parents write about home experiences and include photographs, which are shared at the setting. Children are actively encouraged to look at and share their journals. A digital photograph frame is on display and shows children at the setting. This supports their personal and emotional development. At the beginning and end of each session, information is exchanged about care, sleep, activities, learning and food and

drink. Healthy eating is discussed with children and the childminder prepares a weekly nutritious menu, which is clearly displayed.

Children behave well and during trips, visits and walks to and from school and playgroup, they are praised for positive behaviour. The childminder is a good role model. She deals with any challenging behaviour through support and with empathy, so children feel valued and are happy to co-operate. Supportive verbal reminders in relation to safety are given during play and outings. The childminder reassures children and praises their behaviour and achievement. This generates their confidence and self-esteem.

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

The childminder is an experienced provider and she enjoys updating her skills and fulfilling her responsibility to the children in her care. She is committed to extending her qualifications by taking part in future training delivered by the local authority. She has a supportive advisor and makes good use of information about early years, behaviour, supporting additional needs and training. The system she has in place to liaise with parents is very effective, which ensures continuity of care and learning for children. As a result, parents have confidence in her and the children are happy and making progress. Parents are kept well informed with both written and verbal communication. They are asked for their views on the provision and their comments and suggestions have been incorporated into the setting's self-evaluation. The childminder is in the process of devising a questionnaire to enable her to evaluate the future needs of parents.

Children are safeguarded very well as the childminder understands her role and responsibility in protecting children from possible harm. Procedures are in place to be followed if there are any concerns. Risk assessments for the home, outings and car travel are comprehensive, reviewed regularly and are fit for purpose. External doors and gates provide safety within the home but are easily opened in case of fire or an emergency. All confidential documentation is kept in a locked file.

The childminder plans activities, which challenge children and support their learning and development. Observations are undertaken regularly and suggestions for next steps are recorded in children's learning journals. Both are shared with parents. Priorities for experiences and future learning are recognised but are not clear when planning for individual children. The childminder demonstrates how she monitors her provision by having a clear and updated self-evaluation, taking into account parent's views. She plans for the future and records improvements and achievements.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

EY249039

Local authority	Darlington
Inspection number	819714
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	24/09/2008
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 that are usually their 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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