

Inspection date	16/09/2014
Previous inspection date	08/07/2010

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 are happy and develop positive attachments with the childminder. She knows the children very well, in order to promote their individual care and learning needs.
- The childminder's calm and child-centred approach helps children to feel safe, secure and comfortable in her care.
- The childminder fully understands how to successfully support children with their learning and development. Consequently, the quality of teaching is good and this helps to ensure children make good progress towards the early learning goals.
- Strong relationships between parents and the childminder are securely embedded. As a result, they work in close partnership, in order to support and effectively promote children's care and learning needs.
- The childminder understands her roles and responsibilities in meeting the safeguarding and welfare requirements and therefore, children's safety is effectively promoted.

It is not yet outstanding because

- Children's counting and number recognition skills are not promoted as well as other aspects of their mathematical learning.
- The childminder does not always give consideration to younger children's privacy when changing nappies.

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 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, action plans, 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 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Normanby area of Middlebrough. The whole of the ground floor and the rear garden is used for childminding. The childminder attends various activity and toddler groups. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently six children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am 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:

- make the most of everyday routines to strengthen the opportunities that children have to count and recognise numbers in the environment
- enhance nappy changing procedures to ensure that young children's privacy is always respected.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and develop, which enables her to deliver a good range of quality experiences to those in her care. She understands fully the importance of working in close partnership with parents and uses the settling-in visits as opportunities to gather relevant information about children's individual needs. Her ongoing commitment in obtaining relevant information from parents is demonstrated through changes made to formal records. For example, she has updated the 'all about me' sheets, to seek information from parents about their child's existing learning and development. She understands the importance of observing children, which in turn helps her to determine their unique learning styles, interests and individual capabilities. The good range of observation tools used by the childminder capture children's participation in a wide range of play experiences across all seven areas of learning. Furthermore, the organisation of children's learning files means that parents see how particular activities link to the different areas of learning and development in the Early Years Foundation Stage. Formal assessment records demonstrate how children make ongoing progress while in her care and the progress check for children between the ages of two and three years is completed in conjunction with parents. The childminder shares these files with parents at regular times throughout the year. Parents add their views and comments to these

journals in the 'parents comment page'. These comments reflect that these journals enable parents to extend learning at home and for them to see clearly how their children are making progress. Consequently, parents are involved in their children's learning. They are kept well informed of the ongoing progress their children make during their time in the childminder's provision.

The childminder demonstrates her expertise and knowledge in planning effective play experiences as she analyses her observations on individual children to identify next steps for their learning. Therefore, children benefit from a wide range of both adult-led and child-initiated play experiences, which actively promote their development across the areas of learning. She organises the resources and activities based on the developmental needs of the children, who attend. As a result, children are interested and remain motivated in the good range of play experiences available. The childminder's calm and child-centred approach means that she manages the daily routines well. These are responsive to the needs of the children, giving them good opportunities to become engaged in their chosen play. She has high and realistic expectations of children and understands fully the importance in delivering appropriate experiences based on their observations. As children move to school, plans are in place to share their learning file with the teacher.

The childminder supports children's learning and development very well. She has a good knowledge of how to teach children to ensure they make good progress in her care. Children's communication and language skills are developing well because the childminder uses a good range of teaching strategies, which promote their development in this area. For example, she gets down to children's level, faces them individually and speaks clearly, giving them time to process the information and respond as necessary. She knows the children very well and uses this knowledge to provide activities that they are familiar with. Therefore, they contribute to these activities by telling the childminder what comes next. She repeats sentences and instructions, which help reinforce good speaking skills. The childminder introduces mathematical language into some aspects of play. However, daily routines and spontaneous situations are not used to best effect to strengthen children's already good mathematical skills. For example, children do not count the cups as they stack them or talk about and recognise numbers in the environment. She promotes personal, social and emotional development as children interact positively with her and each other. They play well together, watching and learning from each other, alongside benefiting from teaching strategies used by the childminder. As a result, children are developing the necessary skills to support their next stage in learning.

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

Children are cared for in a warm, caring, homely environment where they feel safe and secure. They form strong, emotional attachments with the childminder and therefore, demonstrate a good sense of belonging and emotional well-being while in her care. Consequently, children are happy, confident and eager to learn. Children of all ages appear to enjoy their time in the childminder's company and all children interact very well with family members. This is evident through the exchange of verbal and non-verbal interactions. For example, younger children enjoy sitting up close to the childminder while

older children talk and joke together as they play. The childminder understands the importance in gathering information about children's individual care needs before they start. As a result, children settle well and benefit from a consistent approach that meets their individual needs. The childminder uses a range of communication tools with parents to help ensure they are involved in the care provided to their children. For example, she communicates through text, verbal feedback and exchange of learning journals. Consequently, parents are kept well informed about their children's personal health and care needs.

Children's good health is effectively promoted through daily routines and various activities provided by the childminder. Active play is positively encouraged as children enjoy playing outdoors in the garden and making use of the wide range of parks and other local areas of interest. The childminder understands the importance of outdoor play and provides a good range of resources to promote the varying range of children's physical skills. For example, younger children enjoy using their senses as they explore varying textures of the sand and use various wheeled resources as they move safely around the garden. Older children practise their large skills as they learn to manoeuvre the bicycle, adapting it to increase the level of challenge as necessary. Children develop awareness in how to keep themselves safe as they follow guidance explained by the childminder. For example, she talks about managing children's safety as they do not access the kitchen when meals are being prepared and cooked.

The childminder acts as a positive role model as she values and respects each child as an individual. For example, she turns to children, listens carefully to them and responds using a gentle and calming approach in how she communicates with them. Furthermore, she praises the contributions they make during their play. Children are actively encouraged to develop self-help skills through routines and the organisation of the well-resourced indoor and outdoor play environments. The childminder selects different children to carry out different tasks throughout the day. As a result, she involves all children as much as possible and this helps to develop their self-esteem and self-confidence. Children are extremely polite and regularly say 'please' and 'thank you' without any reminders required by the childminder. The childminder manages toilet and potty routines with consideration for children's needs. However, she does not always consider privacy when changing younger children's nappies. Older children confidently ask to use the bathroom upstairs and this helps younger children, who are being potty trained, ask if they too can use the bathroom if desired. The childminder's behaviour management strategies effectively help children to understand the behavioural expectations. She works in close partnership with parents to ensure a consistent approach. Therefore, children behave well and develop awareness in being considerate and responsive partners in their interactions with each other.

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

The childminder has a good level of knowledge and understanding of the Early Years Foundation Stage. Therefore, she is fully able to support children's learning and to implement the safeguarding and welfare requirements. The childminder understands her

responsibility and the appropriate procedures to follow, should child-protection concerns arise. She has developed clear policies and procedures that ensure children's good health and well-being is promoted. Policies are reviewed on a regular basis and these are shared with parents before their children start and as they are updated. The childminder maintains her home effectively to ensure children's safety is assured. For example, daily visual checks of her home and garden are carried out to identify and minimise any potential hazards to children. Formal risk assessments are completed on all areas used by children and these are reviewed as necessary. She helps children to understand the procedures to help keep them safe. For example, she uses developmentally appropriate language to explain procedures and rotates the implementation of the fire evacuation procedure, which helps to ensure all children are familiar with this safety routine. Consequently, children's good health and safety are effectively promoted.

The childminder is fully committed to providing children with high quality care and education. She fully understands the learning and development requirements and ensures she is meeting her responsibilities in all areas. Her enthusiasm in wanting the best for the children in her care is demonstrated well through the evaluation of systems used in her childminding provision. For example, she monitors the progress individual children make throughout their time in her care and uses this information to identify any potential gaps in their learning. Furthermore, she evaluates and monitors planning and has made changes, such as how they reflect personalised planning for each child. As a result, children are happy and show high levels of motivation and participation in the wide range of both adult-led and child-initiated play experiences provided. There are effective systems in place, which clearly show the childminder's plans for making ongoing improvements to her practice. The drive for improvement is demonstrated through her commitment to improve her knowledge and understanding as she attends training as required. For example, attendance on specialised training has developed her skills in supporting communication and language development to provide support as required.

The childminder has a strong commitment to evaluating and improving her provision. She actively seeks the views of parents and children through discussion and a range of formal records. Good communication with parents is initially established through her effective settling-in procedures and ongoing dialogue through discussions and formal records means that positive interactions are in place. Furthermore, parents complete questionnaires on a regular basis and these gather detailed information about the service provided. Written comments from parents are complimentary about the childminder. Recorded comments state that parents are 'extremely happy with the quality of care provided' and they 'feel very informed' about their children's care and learning needs. The childminder understands the need for good links to be established with schools and other early years providers, in order to complement their learning and help them to make progress.

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. 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	EY261445
Local authority	Redcar & Cleveland
Inspection number	877563
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/07/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

