

Inspection date	15/10/2014
Previous inspection date	17/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has developed positive relationships with children. She provides a welcoming and friendly environment, where children feel happy and secure.
- The premises are safe and secure and the childminder is confident about the procedures to follow, should she have concerns about children's welfare, to protect children in her care.
- Children have daily opportunities for fresh air and exercise, which supports their health and physical needs.

It is not yet good because

- Some legally required documentation is not suitably maintained, as the childminder does not keep an accurate record of children's attendance.
- Observation and assessment is not sufficiently robust. The childminder does not effectively identify children's starting points or analyse her observations sufficiently to precisely assess and plan for children's progress towards the early learning goals.
- Resources are not always accessible to children to support their choice and independence effectively.

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 spoke with the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living or working at the premises.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents through letters provided for the inspection.

Inspector

Karen Tervit

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. The childminder lives with her adult daughter, in the Roseworth area of Stockton-on-Tees. The whole of the ground floor of the property and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The childminder attends community groups and activities within the local area. She visits the shops, park and library on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group and children can 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all documentation is in place, accurate and up-to-date, with specific reference to the names of children being cared for on the premises and their hours of attendance
- use the information gained from observations in order to more effectively assess children's starting points and their progress towards the early learning goals, so that planning is more precisely based on children's next steps in learning.

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

- strengthen the way in which resources are organised to make them more accessible for all children, so they make their own choices and develop their independence.

Inspection judgements

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

The childminder has a developing understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a suitable range of activities, which generally supports them to make steady progress in their learning in preparation for starting school or nursery. The childminder does carry out observations of children's learning and makes a record of what children can do. However, these are very much in their infancy and have not yet been fully embedded. As a result, although some next steps have been identified, these are not used well enough to plan activities that are effectively matched to children's stages of development. The childminder

gathers information from parents at the start about what their children like and can do. However, she does not use this information effectively to identify children's starting points and create a detailed picture of children's progress. However, the childminder does know children and provides suitable activities, which are based on their interests. For example, she sets out the tea set, as she knows children like to make pretend cups of tea. They confidently approach adults offering to make them drinks and use their imaginations as they carefully pour milk and tea into the cups.

Children clearly enjoy the activities they are engaged in. They relish looking at books and the childminder points to words as she reads favourite books, which supports their early reading skills. Children have good counting skills, due to the childminder's persistence in supporting them to learn numbers through their play. She consistently encourages children to count and asks them questions to extend their learning, for example, by asking them what the next number on the laminated sheet will be. Children learn about the world around them. They help plant seeds in tubs, with the childminder encouraging them to water them so they grow. The childminder supports children to have a go at squeezing the paint into a plastic bag, talking about the different colours and textures as they make marks using their fingers. Consequently, children are beginning to recognise different colours. Outings to various places, such as the park, walks to the local pond and attending local groups, give the children new experiences, which encourage their language and developing social skills.

The childminder has established positive relationships with parents. The childminder completes the progress check for children between the ages of two and three years, sharing these with parents. The childminder provides parents with appropriate feedback about their children's care and learning through their journals and regular discussions.

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

The childminder is welcoming, caring and knows children well. She liaises appropriately with parents before children start, so that she can follow individual children's routines. In addition, she invites children to come for settling-in sessions to get to know her and her home. This helps children to settle quickly. Alongside this, the childminder is sensitive to children's differing needs and personalities. She recognises some children need more reassurance than others and provides a visual timetable of the day. She uses this effectively to talk through routines, using pictures, so children gain an understanding of the time leading up to parents collecting them at the end of the day. The close bonds formed between the childminder and children contribute to their sense of belonging and security in her home. The childminder takes children to regular community groups, where they are able to socialise with their friends. The childminder also talks to children, as they approach the time to start nursery, about what to expect. This helps to prepare them for their move into the next setting.

Children's behaviour is good and the childminder supports children's understanding of appropriate ways in which to behave through consistent boundaries and messages. The childminder uses regular praise and encouragement, which promotes children's confidence

and supports positive behaviour. The childminder encourages good manners. For example, children say please and thank you at snack time. The childminder then responds with praise. The childminder is a good role model for children. She shows them how to use resources and she interacts and plays with children at their level. The childminder uses the conservatory as a playroom, which means that children have sufficient space to play indoors. In addition, she has a suitable range of toys and activities for inside and outside play. However, the organisation of these resources does not fully support children to make choices about their play. For example, many resources are inaccessible to children, as they are stored in the shed. This means that children are not able to see what is available to them, which does not fully support them developing their independence.

Meals are provided by parents and the childminder has a sound understanding of the importance of promoting children's good health. She provides children with snacks of fresh fruit and ensures that children have suitable opportunities for fresh air and exercise on a daily basis, to further support their good health. Children learn about how to keep safe through planned activities and discussion, for example, they practise regular fire drills and learn about road safety on outings.

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

The childminder has a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Overall, the childminder is aware of the need to keep legally required information. However, she does not maintain an accurate record of the hours of children's attendance. This is a breach of legal requirements of the Early Years Foundation Stage and both parts of the Childcare Register. However, this lack of detailed information does not have a significant impact on children's safety and well-being. The childminder knows about the requirement to inform Ofsted of any changes that may affect her childminding. All adults within the home have the appropriate checks, to ensure their suitability to be around children and she never leaves them alone with adults who have not been vetted. The childminder has a detailed written safeguarding policy and a suitable understanding of how to identify possible concerns about a child's welfare. She also understands the correct procedures to follow, should she have a concern about a child in her care. The childminder completes risk assessments for all areas indoors and for outings. She holds up-to-date public liability insurance and uses appropriate safety equipment and procedures to keep children safe, including keeping external doors locked, using safety gates and supervising children at all times.

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. Monitoring of the educational programmes provided by the childminder is sufficient to ensure that all areas of learning are appropriately covered. However, the use of observations and assessments require improvement, so that activities are always precisely matched to children's learning needs and interests, in order that they make the best progress. Through discussion, the childminder demonstrates a suitable awareness of her strengths and areas for development. She recognises that her strengths are in making children feel settled,

welcome and safe, but that she needs to improve how she assesses and tracks children's progress and learning. The childminder is working closely with the local authority to help her to develop her practice. Consequently, she demonstrates a sound attitude towards continuous improvement.

Partnerships with parents are positive and arrangements are in place to exchange relevant information about the children's general welfare and care. The childminder shares her policies and procedures with parents, so that they are aware of her childminding practices. They comment favourably on the service she provides stating that they have, 'every confidence in the childminder's service'. The childminder has introduced herself to the local nursery and is starting to develop links to help in her preparations for children starting there later in the year. She is aware of the importance of sharing information with them to support continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY270135
Local authority	Stockton on Tees
Inspection number	819862
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	17/03/2011
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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