

Inspection date	28/05/2014
Previous inspection date	03/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children are happy and settled with the childminder and form close bonds with her. This supports their personal, social and emotional development and helps children to feel safe and secure in her care.
- The childminder safeguards and promotes children's welfare appropriately. She provides a safe, clean and welcoming environment that meets children's individual needs and helps them to make suitable progress in their learning.
- The childminder provides an appropriate range of activities and outings to engage children and to suitably teach them the skills and abilities they need to make appropriate progress towards the early learning goals.

It is not yet good because

- Some of the legally required documentation is not in place or up to date. This relates to children's records and keeping an accurate record of children's attendance.
- Information gathered from observations is not used fully to shape children's learning experiences in order to plan precisely for their interests and the next steps in their learning. This does not support children to make better than satisfactory progress.
- The sharing of information about children's ongoing development with parents and other providers is not well embedded. This does not fully support continuity of learning.
- The childminder's evaluation of her practice lacks rigour. This does not fully promote continuous improvement.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector checked evidence of the suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in the Ormesby area of Middlesbrough. The ground floor playroom, sitting room and rear garden is used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll; all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, 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 records relating to information about the child and records of children's attendance
- use the information gained from observations more effectively in order to ensure that planning is based on children's next steps in learning, in order to fully meet the needs and interests of each child
- improve partnerships with parents and other providers who also care for the children, so that there is more effective two-way sharing of ongoing information about what children can do and are interested in, that can be used to better support children's learning and development.

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

- improve the methods for reviewing and monitoring practice, so that weaknesses are quickly identified, action is taken to address these and plans for improvement incorporate the views of parents and children.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage, and uses this to provide children with

an appropriate range of activities which cover all areas of learning. She obtains adequate information from parents about their child's interests, and uses this alongside initial observations to assess each child's starting points. Individual learning journals are developed, which include ongoing observations of children's learning, assessments of their progress and the identified next steps in their learning. However, while the childminder is able to adequately describe the general learning intentions for each child, these are not precisely focused in order to make sure children make the best possible progress. In addition, planning is generally based around attending various local toddler groups, and so not consistently based on what children need to learn next. While this provides children with ample opportunities to socialise with their peers, it means that planning is not sufficiently tailored to children's individual learning needs. This does not support them in making better than satisfactory progress in preparation for starting nursery or school.

The childminder is warm, friendly and generally attentive to the needs of the children. She sits on the floor and participates appropriately with them in their chosen activities, teaching them skills which will suitably promote their overall development. For example, as they play with dough she shows them how to use the roller and provides them with regular praise and encouragement. Children further develop their hand-to-eye coordination as they play with jigsaws and simple ball games. The childminder supports children's language skills, for example, she names colours as they select balls and jigsaw pieces. In addition, she responds positively to young children's early verbal and non-verbal communication, for example, repeating words and responding as they use pointing to make requests about what resources they want.

Children have suitable opportunities to be imaginative and creative, for example, they enjoy painting pictures and play with a range of familiar resources which reflect everyday life, such as pans, plates and tea-pots. The childminder states that parents have access to their child's learning journal. This means that they are able to see information about their child's development. In addition, the childminder has shared with parents the progress check carried out for children aged between two and three years. However, systems to fully support the consistent and ongoing two-way sharing of information about children's learning are not sufficiently established. This means that this information is not taken into account by the childminder when planning learning activities.

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

The childminder builds caring, friendly and warm relationships with the children. She clearly understands their welfare needs, as she recognises when they are tired and provides them with cuddles and their favourite comforters. In addition, she provides children with a gradual settling-in process and obtains relevant information from parents about children's individual care needs and routines. This helps children to settle and feel secure in the childminder's care and provides a suitable base from which they can learn. The childminder suitably prepares children for later transitions to nursery and school. This is done by attending a variety of regular playgroups where they are able to socialise with their peers. The childminder also encourages children to develop their self-care skills, such as putting on their own shoes and using the bathroom independently. This helps them to develop the skills they will need for the future.

Children have suitable space to play in the childminder's home. The childminder has a wide range of age-appropriate resources which are generally stored at a low level so that children can make independent choices about their play. The childminder has a suitable understanding of the importance of using age-appropriate techniques to manage children's behaviour. For example, she encourages children to share with each other and uses discussion to help children to learn right from wrong. Older children show care and concern for younger children, for example, they pass drinks to them and encourage them to join in with their play. As a result, children behave well in the childminder's care.

Children have regular opportunities for outside play and to benefit from fresh air and physical exercise. This includes playing in the garden and going on outings, for example, to the beach or to the park. The children sleep according to their needs and parents' wishes, and this helps support their overall well-being. The childminder further supports children's good health as she provides a suitable range of healthy meals and snacks, such as fresh fruit. Consistent daily routines, such as washing tables prior to snack and using hand wipes to clean children's hands, helps to reduce the risk of cross-infection. The childminder appropriately helps children to learn about keeping safe through planned activities, such as practising fire drills and road safety.

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

This inspection took place following a recent visit by Ofsted. The childminder received an initial warning letter as she had failed to notify Ofsted of changes to persons, aged 16 years or over, living or working on the childminding premises. The childminder has since provided the required information to Ofsted and now has a secure understanding of the importance of keeping Ofsted informed of significant events. This ensures children's safety and well-being is suitably promoted. The childminder has a sound knowledge of the legal requirements of the Early Years Foundation Stage. Systems are in place to support the childminder in recording all of the legally required information. However, these have not been consistently implemented and, as a result, some information is missing or not accurately maintained. This includes some details within the childminder's records of attendance and information about minded children. This means that not all legal requirements of the Early Years Foundation Stage and both parts of the Childcare Register are met. However, on this occasion, this lack of detailed information does not have a significant impact on children's safety and well-being. In addition, the childminder has procedures in place to ensure that these records are quickly put right. Children are kept safe in the childminder's home because she carries out visual risk assessments. This is combined with the use of appropriate safety procedures and equipment, such as stair gates, cupboard locks and supervising children at all times. The childminder has a clear understanding of the importance of ensuring that all adults within her home have the required checks to ensure their suitability to be around children. The childminder has attended relevant training and as such has a suitable understanding of how to identify possible concerns about a child's welfare. She is also aware of procedures to follow should

she have a concern about a child in her care. This helps to safeguard children.

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. The childminder demonstrates a developing understanding of how to monitor her practice to identify areas for development. However, she has not implemented effective ways to gather the views of parents and children to help her with this process, or put in place procedures to swiftly address priorities for improvement. In addition, the childminder has not sufficiently addressed the recommendations raised at the previous inspection in order to further improve children's achievements. This does not fully support continuous improvement.

The childminder has suitable procedures in place to keep parents informed about how she works. For example, her certificate of registration and insurance details are displayed for parents to see. In addition, she meets with parents prior to their children starting with her to discuss with them her procedures. The childminder understands the importance of sharing information with other providers of the Early Years Foundation Stage, when appropriate. However, in the main, this is generally focused on children's care and well-being. The childminder has not implemented effective procedures to fully share information about children's individual progress towards the early learning goals in order to further support continuity of learning for children who attend more than one setting.

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:

- ensure that all required records are in place, including the name and address of a parent of each child and an accurate daily record of children's hours of attendance (compulsory part of the Childcare Register)
- ensure that all required records are in place, including the name and address of a parent of each child and an accurate daily record of children's 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY291668
Local authority	Redcar & Cleveland
Inspection number	972426
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	03/11/2010
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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