

Inspection date	13/03/2013
Previous inspection date	04/03/2009

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 very secure knowledge of child development. She promotes children's learning through effective communication and interactions and so they make good progress.
- There is a strong partnership with parents, as the childminder keeps them fully involved in their child's experiences and learning. She gains valuable information from parents about children's learning at home to help meet their individual needs.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She effectively assesses and minimises the risks to her premises so that children are able to use all areas of the downstairs and garden safely.
- Children are happy, interested in their activities and eager to try new experiences. They show high levels of independence, curiosity, imagination and positive behaviour.

It is not yet outstanding because

- Partnerships with other settings and schools are not sufficiently well established to ensure continuity of experiences between all providers so that children are supported 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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's documentation, including the childminder's policies and records.
- The inspector observed activities and spoke to children.

Inspector

Eileen Grimes

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, 12 and nine years in a house in Ayton Village in Washington. The whole of the ground floor, the third bedroom and the rear garden are used for childminding. The family has a dog, two rabbits and two cats.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. She 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:

- reflect on and further develop ways to strengthen the relationships with other early years providers to ensure continuity of children's learning is fully complemented.

Inspection judgements

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

Children's enthusiasm for learning and the levels at which they succeed are enhanced by the childminder. She has a good understanding of how to engage and capture their interest to help them learn through play. Teaching is strong as the childminder skilfully intervenes to extend children's learning during child selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. As a result, children are keen learners who make good progress and they are well-prepared for the next stage of learning, either at nursery or school.

Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during their play and supports children's vocabulary by modelling words clearly. This enables children to use their growing skills and become confident communicators. The children enjoy making a bus with chairs as part of their imaginative play and are able to explain the activity and

where they are going. The childminder fosters the children's love and appreciation of books by providing a broad range for children to access and enjoy. This enhances children's early literacy skills.

Children's early skills in making marks are developing well and they begin to recognise the letters in their own names. They enjoy drawing and creative activities, which enable them to express their own creativity. Children move freely between indoor and outdoor areas.

The childminder observes children to find out about their interests in order to plan activities or experiences to enhance their learning. She records children's progress through observations and uses this information to plan for the next steps in their learning. The childminder works effectively in partnership with parents to support children's individual needs. Parents have regular opportunities to contribute to their child's learning journey, sharing what they know about their child's learning at home. Parents welcome the opportunity to add their comments to these records, which clearly illustrates how the childminder helps them to extend children's learning at home. The childminder is aware of the progress check at age two and is developing her knowledge of this to ensure that it can be completed when appropriate.

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

Children feel very secure and confident with the childminder who takes care to ensure that she obtains information from parents about likes, dislikes and children's routines. She takes time to talk to children throughout the day so that they feel special and valued and her knowledge of their needs is very clear. The childminder engages in children's play, but is also skilled at knowing when to stand back to let them lead their own play. She knows what children like playing with and ensures that those toys and resources are easily accessible. Excellent relationships exist between the children and the childminder, with all ages of children and with her own family. When engaging with children, the childminder ensures that she is at their level to maintain appropriate eye contact with them. This results in children responding with enthusiasm to her. Children enjoy the cuddles and close contact at quiet times.

Behaviour is very good. Children are helped to understand what acceptable behaviour is and that to share and to respect each other is important. They develop good self-care skills and are very independent. Children take responsibility for putting toys away and they clear up after themselves. They understand the importance of tidying away to prevent falls and accidents. Children have healthy meals and snacks and make choices about the food they eat. They develop healthy lifestyles because the childminder ensures there is a good focus on outdoor activities. Visits to local amenities, such as the shops, park and toddlers groups, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. Outings to a childminder group help children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare for the next big step in their life, such as starting at the local nursery or school.

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

The childminder sets high aspirations for quality. Her capacity to improve is evident in the way that she has addressed recommendations from the last inspection. Resources and activities have been improved to nurture children's respect for their own cultures and beliefs, and those of other people. The childminder reflects on her practice, sets targets and plans future training. She has completed training, including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. The childminder seeks additional information regarding any care practices from appropriate professionals to ensure children's individual needs are met.

The childminders knowledge and understanding of the Early Years Foundation Stage Framework is reflected in her comprehensive systems for planning, observations and assessments. Arrangements for safeguarding children within the provision are very good. All policies and procedures are in place and are implemented through her practice. Risk assessments are detailed accurate, and thorough. They minimise risk in the childminder's well-organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities. This enables parents to be fully informed of their children's day. Parent's comments confirm that this is a two-way flow of information and parents are extremely confident about the care provided for their children. She gives parents questionnaires to obtain their views about the setting and they are positive. The childminder has made good links with other early years settings children also attend, and the sharing of information is effective in most cases. However, partnership working with all settings is not fully embedded in order to ensure children's learning is complemented.

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 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 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	EY313252
Local authority	Sunderland
Inspection number	820417
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	04/03/2009
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

