

Inspection date	14/11/2014
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quality of teaching is consistently good. The childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting, fun and challenging experiences that meet children's individual learning needs. Consequently, children make good progress in their learning.
- The childminder has a good understanding of how to safeguard children. Daily checks of the premises and a clear understanding of the procedures to follow, should she have concerns about a child's welfare, ensure children are protected while in her care.
- Children are very happy and settled in the welcoming, family environment and their individual needs are fully met, as the childminder shares daily information with parents about children's well-being and routines.
- The childminder provides a good level of praise and encouragement, which helps to build children's confidence and supports their understanding of acceptable behaviour.

It is not yet outstanding because

- Occasionally, the childminder does not involve all parents in their children's learning, with specific regards to their contributions to her initial assessment of what children already know and can do when they first start.
- The labelling of some resources is not well enough considered to enable children to make more independent choices in their play.

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 looked at the areas of the premises used for childminding purposes, both indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, 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 at the premises.
- The inspector observed activities planned by the childminder and looked at toys and equipment.
- The inspector took account of the views of parents through the letters provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children in Darlington. The whole of the home, except for the main bedroom, is used for childminding. There is an enclosed garden available for outside play. The family has a dog, two rabbits, four guinea pigs and a hamster. The childminder attends community groups and activities within the local area. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group. Children can attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- review the arrangements for involving parents in sharing what they know about their children, in order to enhance their contributions to the initial assessments of children's development on entry
- enhance the opportunities for children to make independent choices, for example, by displaying pictures, as well as words, on storage boxes that contain toys and resources.

Inspection judgements

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

The childminder is enthusiastic and fully understands how children learn through fun, purposeful play. She demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of her teaching is consistently good and on occasions very good. Consequently, children make good progress and gain the skills they will need in readiness for school and future life. The childminder observes children on entry, so she can assess where they are in their development, and gains some information from parents. However, she does not always obtain precise details from parents about exactly what children can do to further help with activity planning, particularly when children are new. The childminder continues to observe and assess children so she can plan for the next steps in their learning. She has completed the required progress check for children between the ages of two and three years and shares this with parents, so they can work together to meet the individual

needs of children.

The childminder clearly enjoys spending time with children. She supports children's communication skills extremely well, as she engages in their play, for example, she offers a running commentary of what is happening but also listens carefully to what they have to say. She skilfully questions them to extend their learning, encouraging them to think. For example, as children play with the animals she asks them if they can remember the story about the three pigs. Children carefully look for more pigs and a house for them to hide inside. They confidently name and count the animals and, with the childminder's sensitive support, recreate the story. Consequently, children become very confident speakers. Children develop their early writing skills as they use various media, such as paint, foam, jelly, corn flour and water, to make marks on a range of different surfaces. Colouring and sticking activities are enjoyed on a regular basis, which means that children have plenty of opportunities to express ideas within their play. Good use is made of displaying children's artwork and photographs of activities, resulting in a sense of pride and achievement for children. Children develop good imagination and independence skills. They dress themselves in various role play clothes, with minimal assistance, get their dolls to sing their favourite rhymes to and make cups of tea for adults. Children are effectively supported in their physical development with outdoor play and regular trips to nearby parks and soft play centres, where they develop their large physical skills on a range of challenging equipment. They develop their small physical skills, precision and perseverance well because the childminder is highly skilled at giving them opportunities to have a go at things for themselves. For example, children play with a good variety of puzzles and learn how to use different tools. They persevere with turning the pieces of puzzle until they fit into the correct shape and they use tools, such as scissors, with growing confidence. The childminder carefully selects appropriate community groups to help develop children's social skills.

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

Children have clearly developed close relationships with the childminder and her family. They are happy and settled in her care. The childminder is friendly and attentive to the children. This supports children's emotional well-being and results in children who are active and motivated learners. The childminder gathers information about children's individual needs, likes and dislikes before children first start coming to her setting. This supports the smooth move from home to the childminder's care. Children develop the confidence, independence and skills they need as they move on to the next stage in their learning at nursery or school. This is because the childminder provides them with daily opportunities to accompany older children to school. In addition, the childminder takes children to local community groups and encourages them to develop their self-care skills, such as dressing and feeding themselves.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The living and dining rooms are set up so children can independently access a wide range

of toys and activities. These include resources that reflect positive images of difference and diversity. However, not all the contents of the storage boxes are visible and they are not labelled to assist children in making even more informed, independent choices.

The childminder promotes children's good health and self-care through routines and regular opportunities to access fresh air and exercise. For example, they go for daily walks and visit nearby parks. This helps children to develop an awareness of the importance of fresh air and exercise. Children learn to manage their own personal hygiene, knowing when to wash their hands. The childminder works extremely closely with parents to ensure children receive a healthy and balanced diet, while sensitively recognising that some children are reluctant to eat certain foods. Children learn to act in a safe manner. For example, the childminder involves them in regular fire evacuation practices and she talks to them about road safety on outings. Alongside this, they learn to negotiate the stairs safely and to take safe risks on large equipment. Children respond well to the childminder's calm and patient manner. She gives them her full attention, which builds their self-esteem and confidence. Children behave well because the childminder is a good role model, treating them with respect and offering meaningful praise at every opportunity.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded, as the childminder has a secure understanding of her role in protecting children. She has completed training relating to safeguarding issues and is well-informed of the actions to take should she be concerned about a child in her care. In addition, all adults living on the premises have been vetted and are suitable to be in contact with children. Consequently, children's safety in the childminder's setting is promoted well. The childminder has completed risk assessments and carries out regular checks to ensure that hazards are effectively identified and minimised. All documentation required to effectively safeguard children and support their welfare is in place and up-to-date, including children's details and a record of attendance.

The learning and development requirements of the Early Years Foundation Stage are also successfully met. The childminder monitors and evaluates the progress of children in her care. She completes tracking sheets, which ensures that she has a good understanding of children's overall learning and development. This information is used to plan enjoyable activities for children across all areas of learning. The childminder reflects on her practice regularly. She identifies what she does well and areas for development. She welcomes the advice and support from her local authority adviser. This has helped her to successfully meet the recommendations made at her last inspection, with regards to continuing to develop children's assessment records, to support their learning further. The childminder encourages parents to express their views through daily conversation, text messages and diaries. Feedback is used to support ongoing improvements to the setting. This further demonstrates the childminder's positive attitude towards continuous improvement and

promotes opportunities and experiences for all children who attend her setting.

Overall, the childminder has good working relationships with parents. She shares information about children's learning and development with parents, in a variety of different ways, including daily diaries, regular face-to-face meetings and text messages. The childminder also encourages parents to read the written policies and procedures at the beginning of the child's time with her. This means that parents are well-informed about the service she provides. Parents' comment positively about the childminder, saying, 'We feel fully informed and believe our child could not be happier or cared for in a safer environment'. The childminder shows a clear understanding of the importance of sharing information with other professionals. Links have been made with the local nursery to ensure continuity of care and learning for all children. As a result, children are prepared well for the move to nursery and for future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY366396
Local authority	Darlington
Inspection number	857788
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	19/01/2009
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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