

Inspection date	05/06/2013
Previous inspection date	11/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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's warm and sensitive interactions with the children, ensures they feel secure and happy. This promotes their emotional well-being.
- The childminder has a good understanding of how children learn. She supports all children to make good progress through providing a wide range of fun activities, which complement their learning at school.
- Good standards of cleanliness are maintained in the childminder's home and children are offered nutritious snacks and drinks. Consequently, children's health is promoted.
- The childminder has a good understanding of how to promote the safety of the children in her care. She helps them to develop a clear understanding of dangers and of how to stay safe when playing indoors and outside.

It is not yet outstanding because

- Arrangements are not fully in place to give parents opportunities to contribute information about what children are learning at home so the childminder can take this into account when planning her activities and further extend children's learning.
- There is scope to further enhance children's knowledge about similarities and differences between themselves and others, and among families, communities and traditions.

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 and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including children's development records and the childminder's certificates.
- The inspector viewed the premises, toys and equipment.
- The inspector took account of the views of parents.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and her son aged 15 years in Consett, County Durham. The family have a dog.

The childminder takes children on outings and to activities in community settings. She also takes children to local shops and parks.

There are currently two children on roll of whom one is in the early years range. The childminder operates all year round from 8am to 6.30pm, Monday to Friday, except family holidays. She holds a National Vocational Qualification Level 3 in children's care, learning and development.

What the setting needs to do to improve further

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

- encourage parents to contribute information about what children do at home and school and use this shared knowledge to plan together and think through ideas of how to move the child even further forward in their learning
- complement the educational programme for understanding the world by providing additional resources which reflect the differences between themselves and others to strengthen the positive impressions children have of diversity.

Inspection judgements

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

The childminder currently only cares for children after school and occasionally during school holidays. Despite the children only being in her care for short periods of time, the childminder knows them well and is successful in meeting their individual needs. She recognises that this is a time for children to relax after a busy day at school and activity planning is flexible and very much based around children's interests. However, the quality of teaching is good and the childminder monitors children's progress closely and makes good use of guidance documents, such as Development Matters in the Early Years Foundation Stage. This helps her to identify possible next steps for children's learning so she can support them to acquire the skills to be ready for the transition to the next stage

in their learning. Children are clearly making very good progress towards the early learning goals, and in some areas exceed expected levels of development.

The childminder encourages conversation and values what children have to say. Consequently, children are confident when speaking, happily chatting about what they have been doing at school and at home. They express themselves well. They use past, present and future forms accurately when talking about events that have happened, or are to happen in the future. Good provision is made for role play to help to expand children's imagination. The childminder initiates and joins in imaginative play, such as playing cafe's and shops. She provides a range of writing equipment as children enjoy practising these skills. She supports them as they sound out the letters as they read books and shows her delight when they manage this successfully. Children are well on the way to becoming fluent readers and thoroughly enjoy books. The childminder encourages and promotes this by providing lots of easily accessible reading materials which children can enjoy. All areas of learning are covered well, however, there is scope to further strengthen children's awareness and appreciation of the similarities between themselves and others and build on their positive attitude towards diversity.

The childminder discusses children's progress and achievements with their parents. She shares verbal information with them on a daily basis about what their children have been doing whilst in her care. However, as yet, parents are not being encouraged to share what their children do at home so the childminder can take this information into account when planning her activities to fully extend children's learning.

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

The childminder works closely with parents to help children to make the move from home to her care smooth and trouble free. She gathers information about children's individual needs, likes, and dislikes and keeps a record of this to refer to. This means children settle quickly and parents feel comfortable leaving their children. Parents say that their children 'always enjoy going to childminder's'. Children are supported well, they demonstrate much confidence and require very little additional help. Their sense of security is promoted by the warm, welcoming and homely atmosphere.

Children respond well to the childminder's calm and patient manner. She ensures that each child feels valued and special by giving them her individual attention. She is very proud of their achievements and tells them so. This builds their self-esteem and confidence. Children behave well because the childminder is a good role model, treating them with kindness and respect. They are polite and friendly and are often heard saying 'please' and 'thank you'. The childminder encourages children to have a go at doing things for themselves. This contributes to children becoming very independent and having the confidence to say when they do or do not need help to complete a task. Children are encouraged to show sensitivity to others needs and feelings and to listen to what others have to say. Consequently, they form good relationships with their peers.

Good standards of hygiene are maintained throughout all childminding areas. This helps to

reduce the risk of cross infection. The childminder provides comfy places where children can relax as she recognises that they are often tired when she collects them from school. Children know about the routines they must follow to keep them healthy. For example, they know to wash their hands before they eat their snack. The childminder talks to them about the importance of eating a healthy diet and children have a good understanding about what foods are good for them. Children have a positive attitude to exercise. They love being outdoors and also have lots of fun exercising as they use the games consoles. The childminder talks to them about safe practises, such as road safety and includes them in emergency evacuation drills. As a result, they have a growing understanding of how to keep themselves safe.

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

The childminder successfully meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of her responsibilities for child protection and of what to do, should she be concerned about a child in her care. Risk assessments are carried out to identify potential dangers to children and steps are taken to reduce these. These help to keep children safe both indoors and when on outings. Detailed written policies and required records are in place and underpin the safe and efficient management of the provision. This ensures that children's safety and well-being is fully promoted within the setting. The childminder is also clear about her role and responsibility in delivering the learning and development requirements with regards to the children currently in her care. She is aware that, although she does not need to meet all of the requirements, she should be guided by them, and does so successfully. She is also fully aware of the steps she needs to take when she starts to care for pre-school children and has systems in place to help her meet requirements for their learning and development.

The childminder demonstrates a positive attitude to improving and developing the provision. Actions made at the last inspection were addressed quickly and thoroughly and have a positive impact on children's welfare. For example, she has completed first aid training and introduced comprehensive systems for observing, assessing and planning for children's learning and development. She reflects on and evaluates her practice using parents and children's views to help to shape the provision.

The childminder has positive relationships with parents. Written feedback provided by parents indicates that they are very happy with the childminding provision. Daily verbal exchanges of information with parents ensure a consistent approach to meeting the children's care and learning needs. The childminder has a good understanding of the importance of working in partnership with external agencies and services in securing appropriate interventions to safeguard children's welfare if the need arises. She works very closely with the local school that children attend, sharing information with teachers in order to help her further consolidate children's learning. She talks to children about what they have been doing at school and reads any written information they bring home.

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	EY397340
Local authority	Durham
Inspection number	896520
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	11/10/2012
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

