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| <b>Inspection date</b>   | 21/10/2014 |
| Previous inspection date | 28/09/2010 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 good knowledge and understanding of how children learn and develop. She carefully observes them to assess their skills and uses this information to plan a challenging learning environment for all children.
- Children are happy and settled with the childminder. They form secure attachments and positive relationships, which effectively promotes their emotional well-being.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively. Daily diaries and in-depth conversations with parents mean that information is regularly shared about the experiences and activities children have taken part in and enjoyed.
- Children are safeguarded well because the childminder clearly understands her role and responsibilities, which are underpinned by a wide range of policies and procedures that are shared with parents.

### **It is not yet outstanding because**

- There are few natural resources in the indoor environment so children are less able to develop their exploratory skills when they play inside.
- Children are not always well supported to develop their critical-thinking and problem-solving skills because teaching strategies do not always encourage children to consider a variety of options or solutions.

## 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 and checked evidence of the childminder's suitability and that of all adults living on the premises.  
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 took account of the information provided in the childminder's self-evaluation document.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter aged 11 years in Marske-by-the-Sea, Redcar. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, nature reserve, beach and parks on a regular basis. She collects children from the local schools and pre-schools. The provision operates all year round, from 8am to 6pm, 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:

- increase the range of freely available natural and real items to enhance opportunities for children to develop their exploration skills in the indoor environment
- provide more consistent opportunities for children to develop their critical-thinking and problem-solving skills, for example, by extending the use of open-ended questions.

## Inspection judgements

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

The quality of teaching is good. The childminder makes learning fun and successfully nurtures children's confidence to develop their own ideas. The childminder follows and extends children's individual interests and meets their needs, which supports their future learning. For example, children choose jigsaws to complete and show very good matching skills as they are able to identify where the pieces of the puzzle fit. Young children show good concentration skills as they listen to the simple instructions given by the childminder and turn the pieces until they slot into place. However, there are few natural and real items available for children to play with indoors, which means that they are not able to explore these to support their learning.

The childminder demonstrates a good understanding of the learning and development requirements. During settling-in sessions, the childminder obtains information from parents about children's starting points and interests. Documents used to track children's progress show that all children are reaching the expected milestones for their age. The childminder completes assessments of their learning. She uses the information to plan effectively for children's next steps in learning. She also uses the information to keep

parents informed about their children's progress. As a result, they can continue their children's learning at home. Information about children's development is also updated through daily discussions with parents. This two-way flow of information ensures the childminder has a good knowledge of each child's learning needs. The childminder completes progress checks for children between the ages of two and three years and shares these with parents. This means any areas of learning where children might not be meeting their expected targets can be identified and early intervention sought to ensure that children receive the additional support they need to catch up.

The childminder teaches young children the key skills they will need to support their future learning. She thoroughly understands how children learn best and what their interests are, enabling her to provide a wide range of play opportunities for them. She gives children time to think about their responses to questions and then follows up their responses with supportive language or actions. She constantly talks to children at their level and they are active in their learning. However, the childminder does not always make good use of questions that have a wide range of possible answers, in order to encourage children's critical-thinking and problem-solving skills.

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

Children are clearly happy and settled with the childminder. They form secure attachments and develop positive relationships. They have established strong bonds with the childminder, which effectively promotes their emotional well-being. The childminder recognises the individual needs of children and offers them support and reassurance, when required. Children's all-round development is supported, as the childminder provides them with a warm and welcoming environment. Overall, children have good access to a varied and interesting range of toys and resources; many of which are readily available so that children can help themselves. Children willingly take part in adult-led activities and also suggest their own ideas. This shows they are developing positive attitudes towards learning, which is important for the future. Good settling-in procedures ensure children are well supported in their move from home into the setting and that they feel comfortable and secure.

The childminder promotes children's health well. For example, children help themselves to a drink when they become thirsty. Through daily routines, such as hand washing, the children develop their self-care skills, as well as learning about the importance of good hygiene practices. The childminder ensures that she is fully aware of their preferences and usual routines and incorporates these into their daily care. For example, individual sleep routines are followed. The childminder gathers detailed information about children's health, development and care needs prior to them attending. Therefore, the move from home into the setting is managed well and children settle quickly. In addition, children accompany older children to school, which helps to familiarise them with other settings. This means that they are well prepared for the next stage in their learning, such as starting primary school.

Children play in a safe and secure environment and are developing a good understanding of how to keep themselves safe. For example, the childminder talks to children about road

safety when walking in the local area, making sure they stop at the kerb and look and listen for traffic. They also regularly cross the road with the local road-crossing officer. This results in children developing an understanding of how to act in a way that will keep themselves safe. There are good quality play resources available to children, with toy boxes and playthings placed within easy reach. This results in children being able to access resources independently and to make choices so that their natural interests unfold as they play. Children actively develop healthy lifestyles. They go outdoors to play on a daily basis for fresh air and exercise. They regularly visit the local parks, beaches and nature reserves to further develop their physical skills. The childminder has good strategies in place for managing children's behaviour, including praising children for their efforts and achievements. This helps children learn how to behave in acceptable ways.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She is fully aware of her responsibilities and the procedures to follow should she have concerns about a child in her care. The childminder has a robust range of policies and procedures to support her in ensuring the provision provides children with a safe and secure environment. Risk assessments are completed and are reviewed regularly. These cover all aspects of the childminder's work, including activities outside the home, together with any venues she visits with the children. The childminder has a current first-aid qualification, which means that she can administer support to children in the event of an accident or minor emergency.

The childminder monitors children's progress effectively. She has a clear understanding and overview of the educational programmes and the progress children have made in the time they have attended. She talks with confidence about children's individual strengths and what she is doing to help them to make further progress. As a result, the childminder effectively supports children's learning and development and successfully meets their individual needs. She also works closely with parents and other providers. A daily diary is completed and shared to ensure relevant information is shared to ensure consistency for children's care, learning and development. This also helps to ensure children's individual needs are met and routines are consistent. Parents are provided with a variety of opportunities to share information about their children's learning and development at home. Feedback from parents is overwhelmingly positive and describes the good progress made by children. For example, they state 'she provides excellent childcare and the children are the centre of everything she does. She provides a lovely, homely environment'.

The childminder has successfully addressed the actions and recommendations raised at the last inspection, therefore, promoting positive outcomes for children. For example, the procedure to be followed in the event of a child going missing is in place and shared with parents. The childminder attends regular training to ensure continuing professional development, building on her knowledge and skills. In addition, through working closely with a local authority adviser and other childminders, she explores ways she can sustain and continue to improve her practice.

### **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 | 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

|                                    |                    |
|------------------------------------|--------------------|
| <b>Unique reference number</b>     | EY405913           |
| <b>Local authority</b>             | Redcar & Cleveland |
| <b>Inspection number</b>           | 875287             |
| <b>Type of provision</b>           | Childminder        |
| <b>Registration category</b>       | Childminder        |
| <b>Age range of children</b>       | 0 - 17             |
| <b>Total number of places</b>      | 6                  |
| <b>Number of children on roll</b>  | 2                  |
| <b>Name of provider</b>            |                    |
| <b>Date of previous inspection</b> | 28/09/2010         |
| <b>Telephone number</b>            |                    |

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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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