

Inspection date

04/06/2013

Previous inspection date

09/08/2011

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

- Children are happy, settled and form close bonds with the childminder as she provides a warm and caring family environment and meets children's individual needs well.
- The childminder provides a wide range of activities that interest and motivate children, both within her home and at various local groups. As a result, children are keen to engage and are making good progress.
- Children talk regularly and confidently with the childminder and visitors. They enjoy books together and show good progress in their early language skills which are well supported.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- The childminder demonstrates a positive attitude towards developing her practice. This helps to support improvements within the setting and enhances opportunities for children.

It is not yet outstanding because

- There is scope to further involve parents in reviewing and contributing to observations of their child's ongoing learning.
- The organisation of some of the childminder's resources does not fully support children making independent choices about their learning.

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 involved the childminder in a joint observation of an activity.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, his adult stepson, their three children aged 12, 10 and four years and her five year old niece in a house in Moorside, Consett. The whole of the ground floor and first floor bathroom of the childminder's home are 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. She collects children from the local schools and pre-schools. There are currently four children on roll, of whom two are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. The childminder operates all year round from 7am to 6.30pm, 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:

- extend partnership working with other providers and parents to further share information about children's learning and obtain a fuller picture of what children can do in order to further support continuity of learning
- enhance the organisation of resources to encourage children to make further independent choices about their play and learning.

Inspection judgements

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

Children take part in a wide range of interesting activities, both inside and outside of the childminder's home and which cover all seven areas of learning. The childminder has a good understanding of where children are in their learning because she uses information provided by parents along with initial observations to establish children's starting points. Ongoing observations which are linked to the areas of learning are used to inform regular written summaries of what children have achieved and their next steps in learning. These are used along with effective intervention from the childminder. As a result, the childminder is able to follow up on children's interests and development to extend their

learning. For example, the children make bird feeders following a trip to a local farm. This helps children to make good progress in all areas of learning in preparation for nursery or school.

The childminder develops children's communication skills well. She talks to the children constantly, extending vocabulary effectively by introducing words such as 'left and right' into their play. Consequently, children learn new words and phrases throughout their time with her. Children communicate confidently throughout the session. They spontaneously sing songs, instructing the childminder to, 'listen to them' and they clearly enjoy books. The childminder supports children's learning well as she encourages them to look at the pictures and tell her what the story is about. The children clearly enjoy this, and go into great detail explaining that the character in the story looks sad and why they think that might be. This promotes their language and literacy skills well.

Children have good opportunities for counting and problem solving. For example, the childminder supports them as they complete jigsaws; counting independently and matching the pieces to the written number. This shows that they are making good progress in their mathematics. Children learn about the world around them through resources and planned outings, for example, to visit local farms and on nature walks. The childminder provides regular opportunities for children to socialise with others at a variety of community groups, such as soft play areas and toddler groups. They also organise activities with other childminder's for example, holding a mini Olympics. This helps children to develop their social skills as they make new friends and promotes their personal, social and emotional development. The childminder provides children with regular opportunities to express their own thoughts and ideas through creative play. For example, they dress-up and use role play to re-enact everyday themes such as washing clothes and dressing babies.

The childminder understands the importance of working closely in partnership with parents to support children's learning. Parents receive regular information about their children's progress through verbal feedback or text messages. The childminder provides information to parents about the learning and development requirements of the Early Years Foundation Stage and parents are able to see their child's learning journey record at any time. However, systems for parents to consistently review their children's progress and for them to contribute more fully to observations of their child's learning are not totally established. The childminder is aware of the need to complete a progress check on children at age two years and has a sufficient understanding to be able to implement these when needed.

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

The childminder has formed warm, caring relationships with the children and they are happy, settled and relaxed in their environment. They are comfortable in their routines, which are based on discussions with parents and their individual needs. This is combined with effective settling-in procedures to enable the children to get to know the childminder

and her setting. The childminder use age-appropriate techniques to manage children's behaviour. For example, she encourages children to be kind to each other and to share. This is combined with regular praise and encouragement to help develop children's self-esteem and confidence. Consequently, children behave well and are learning to share resources and play cooperatively. The childminder provides lots of opportunities for children to socialise with other children and adults, as they are regularly taken to toddler groups. As a result, they develop confidence, independence and the skills they need as they move on to the next stage in their learning at nursery or school.

Children play in a child-friendly environment with, age-appropriate toys and equipment that effectively supports their overall well-being and care. The childminder enables children to play safely through her close supervision and guidance. Alongside this, children learn to keep safe through daily routines, such as practising road safety and their involvement in the regular fire drill practices. The environment, generally, promotes children's independence as most resources are stored in boxes on the floor, which children can access. However, there is scope to develop the organisation of resources and space more effectively to encourage children to make further independent choices about their play.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, children know when they need the toilet and begin to manage these themselves. Children are encouraged to wash their hands before meals and after using the toilet. Consequently, they are beginning to learn how they can keep themselves healthy. Children have daily opportunities for fresh air and exercise as they visit local parks and go for walks. This is combined with role play activities such as playing doctors, to help children to develop an awareness of the importance of healthy lifestyles. Meals are provided by parents, however, the childminder supports children's understanding of healthy foods through discussion.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She provides children with a wide programme of activities, which enables them to make good progress. The childminder knows the children well and this is combined with regular assessments. This means that the childminder knows where each child is in their learning and where they may need further support.

Children are safeguarded well. The childminder has attended recent relevant safeguarding training and demonstrates a secure understanding of the signs and indicators of abuse and the procedures to follow if she had any concerns. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings. These reduce the chance of any accidental injury. All adults who have access to children have been suitably vetted.

Partnerships with parents are good and they comment positively about how their children

are always happy in the childminder's care. The childminder shares important information such as her policies and procedures with parents at the start. This means they are well informed about the service she provides. Daily diaries for younger children ensure that parents are up to date about their child's daily care. The childminder demonstrates a positive attitude towards working with other professionals to support children's individual care needs, for example, health workers. She shares verbal information with other providers of the Early Years Foundation Stage. However, there is scope to enhance the sharing of information about children's individual progress, in order to further support continuity of care and learning for children.

The childminder has a secure understanding of her areas for improvement in her setting. Her positive attitude towards improvement is shown through the way she has effectively addressed the action and recommendations from the previous inspection. For example, the external doors are kept locked to ensure that intruders cannot enter her setting. This has a positive impact on children's safety. The childminder has made good use of the Ofsted self-evaluation form to evaluate her practice and she has identified areas for further improvement, for example, attending further safeguarding training and continuing to develop her understanding of the learning and development requirements of the Early Years Foundation Stage. This means that the childminder has a good capacity to improve further.

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	EY419060
Local authority	Durham
Inspection number	875654
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	09/08/2011
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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