

Inspection date	17/01/2013
Previous inspection date	20/09/2011

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 feel safe and secure and enjoy their time with the childminder as she provides a safe, clean and welcoming environment that supports their individual needs well.
- Children are developing close and caring relationships with the warm and caring childminder. This provides a good foundation on which to base their learning.
- The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She interacts well with the children and provides a wide range of opportunities to promote children's learning through play.
- The childminder has a good understanding of promoting the health and safety of children. She assesses risks on the premises and outings to ensure children can use the areas indoors and outside safely.

It is not yet outstanding because

- Opportunities for parents to contribute information about their child's learning at home and for parents to add to their child's learning record have not been fully explored. This does not fully enhance continuous learning for children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 journeys, a selection of policies and children's records.
- The inspector took account of the views of parents through written comments that they left for the inspection and completed questionnaires.
- The inspector spoke with the childminder 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 and two children in a house in Chester-le-Street. The family has a pet dog. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The childminder attends a childminder group and the local children's centre. She visits the local shops and

park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, one is in the early years age group who attends for a variety of sessions and one is a school-age child who attends before and after school. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- provide further opportunities for parents to support and share information about their children's learning at home and to add to their child's observation records.

Inspection judgements

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

The childminder has a good understanding of the revised Early Years Foundation Stage. She interacts positively with children and provides a wide range of activities which take into consideration their individual needs and interests. She gathers information about children's starting points through discussion with parents and initial observations. These are combined with ongoing observations which are linked to the areas of learning. This helps her to plan activities based on children's individual next steps in learning. The childminder keeps parents informed about their child's care through verbal feedback and daily diaries with information about the activities they have taken part in. However, although the childminder has shown parents their child's learning journal, parents have not contributed to these. This means that there are missed opportunities to involve parents further in their child's ongoing learning and development.

Children's early communication skills are fostered well due to the positive interaction by the childminder. For example, she looks out of the window with babies and talks about what they can see. Babies sit happily on her knee as they look at books together. The childminder skilfully encourages their language as she links objects they can see in the books with the real object, for example, showing them a real ball. Babies use a range of non-verbal as well as verbal communication to interact with the childminder. They respond to her by smiling and laughing and make a wide range of babbles in response to her interaction with them. This supports their confidence and self-esteem well and provides a firm base on which they can learn. The childminder uses identified next steps to ensure that children take part in a wide range of adult-led and child-initiated play. For example,

she develops children's interest in different textures through introducing a variety of arts and crafts resources. For example, they have fun exploring paint with their hands and with brushes and laugh and giggle as the childminder tickles them with a feather. Early language skills are further supported as the childminder asks them, 'can you find my nose?'

Children's physical skills are developing well. They move confidently around the childminder's home and independently access a wide range of age-appropriate resources which are set out by the childminder. Activities such as using blocks to make a tower are good fun as babies knock them down and also supports their hand to eye coordination as they try to stack them or put them back into their box. Children gain an understanding of their local community as they go on regular visits to toddler groups, the park and to the shops. Planned activities such as making Chinese masks and writing their names in Chinese helps older children to begin to develop an understanding of the wider world. Through the positive adult interaction and support provided by the childminder, children progress comfortably within the expected levels for their ages.

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

Children have clearly developed strong attachments with the childminder and are happy and settled during the time they spend with her. They smile and seek reassurance from her and she is responsive to their needs; responding calmly and warmly to them. The positive attachments she has with the children are supported by effective settling-in procedures which means that children's transition between home and the childminder's setting are well supported. The childminder understands the importance of providing regular opportunities for young children to socialise with their peers through attending regular toddler groups. She uses clear and age-appropriate boundaries for managing children's behaviour. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing.

Children develop a good understanding of how to keep themselves safe through planned activities with the childminder. For example, they practise fire drills and role play road safety in the garden using large 'lollipop sticks' which they have made. The childminder understands the importance of providing children with healthy and balanced diets. She encourages children to try different fruits and older children make their own pizzas. Children benefit from regular fresh air as they take the dog for a walk, go to the park and play in the garden. The childminder acts as a good role model to support young children's understanding of good health. For example, they copy her as she washes the table and she talks to them about washing her hands before preparing the snack.

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

The childminder has a good understanding of her responsibilities for meeting the welfare and learning and development requirements of the Early Years Foundation Stage. She

monitors the observations of children's progress to ensure that all areas of learning are being covered and identify gaps in children's learning. Although the childminder currently has no children attending any other settings. She understands the importance of sharing information with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children.

The childminder has a good knowledge of child protection issues, such as the signs of abuse and neglect and procedures to follow if she had a concern about a child in her care. This effectively protects children from harm. Written risk assessments, along with daily checks and constant supervision of children ensures that risks to children in her care are minimised. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including children's details and medication records. The childminder holds a current first aid certificate and requests consent from parents to obtain emergency medical treatment. This means that she could respond appropriately if there was an accident.

The childminder implements a range of procedures to ensure that her practice remains up to date. This includes, working with her local childminding network, reading information on the internet and gathering feedback from parents through questionnaires. This helps her to develop her practice and identify areas for development. She has addressed the recommendations raised at the previous inspection and attended recent relevant training, this demonstrates a positive attitude towards continuous improvement.

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. 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	EY424387
Local authority	Durham
Inspection number	875782
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	20/09/2011
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 that are usually their 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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