

Inspection date

Previous inspection date

13/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is developing a secure knowledge and understanding of the revised Early Years Foundation Stage. She interacts enthusiastically with the children and provides a wide range of opportunities to promote their learning through play, discussions and planned activities.
- Children settle very well due to the warm, welcoming environment created by the friendly childminder. The close relationships between the childminder and the children support their confidence and feeling of security within the setting. This promotes good levels of progress as children feel nurtured and well cared for.
- Children are skilled and confident communicators. They confidently express themselves and show good levels of independence, curiosity and imagination.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. As a result, children are cared for in an environment that promotes their safety and well-being.

It is not yet outstanding because

- The childminder has not fully explored ways to share information about children's ongoing learning and development with other providers of the Early Years Foundation Stage. This does not fully support continuity of learning and care for children who attend more than one setting.

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 journey' records, a selection of policies and children's records.
- 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 2012 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 Lanchester. The whole of the childminder's house and the rear garden are used for childminding. The childminder holds an early years qualification at level 3. The childminder attends a local childminder group and toddler groups. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, three are in the early years age group and 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 7.30am to 5.30pm 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:

- extend partnership working with other providers to obtain a fuller picture of children's learning and next steps, in order to support continuity of care and learning.

Inspection judgements

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

Children are happy and settled and making good progress in the childminder's care. They have good opportunities to take part in a wide range of adult-led and child-initiated activities, which cover all areas of learning. The childminder has a good understanding of the importance of having flexible planning in place. This provides children with a balance of indoor and outdoor activities, which take into account their interests and next steps in learning. As a result, children make good progress and are securing the necessary skills in readiness for school. Individual learning files which include photographs and observations of children's progress are in place and these are shared with parents on a monthly basis. This helps to keep parents well informed about their child's learning.

The childminder is fun, caring and enthusiastic and is fully involved in children's play. She extends learning well as she talks to children about what they are doing and asks a wide range of open-ended questions. For example, as they draw picture she encourages them to talk about the shapes they have drawn and to identify parts of the body. As a result, children's communication skills are developing well. Children are confident and articulate in her care, they talk enthusiastically about events from their home lives, for example, retelling stories and describing how they felt. They have good opportunities to develop their counting and mathematical skills through play. For example, the childminder encourages them to count how many fingers they have and to identify shapes. The childminder provides a wide range of creative activities which children clearly enjoy. For example, they enthusiastically explain to visitors how they painted their hands to make a Christmas tree card. Experienced in childcare, the childminder has a good understanding of the importance of providing support for children whilst allowing them time to try things

for themselves and make their own choices. For example, she encourages them to choose how to decorate their tree picture; making their own decisions about where to put the tinsel and the baubles and how to stick them on. This supports children in developing their confidence and self-esteem.

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

The childminder provides a warm, welcoming and friendly environment for all children. She has good settling in procedures, which allow her to get to know the child and supports the child in becoming familiar with the childminder. Clearly happy, settled and secure in the childminder's care, children come to her confidently for cuddles and laugh as they tickle each other. Children behave well in the childminder's care, because she uses age-appropriate techniques to manage children's behaviour. This is combined with lots of praise and encouragement to develop children's self-esteem and confidence. The childminder sets out a good range of age-appropriate toys prior to children's arrival. Children access these independently and make confident choices about their play.

Children have good opportunities to develop their self-care and independence skills. For example, they explain that they, 'must wash their hands' after using the toilet and confidently tell the childminder when they are ready for their snack. Their good health is promoted further through a range of healthy meals, snacks and planned activities. This includes visiting the local fruit shop to select new fruits to try. Children benefit from regular opportunities to be physical. They go for walks to the shops or to see the farm animals and enjoy playing at the local park. The childminder keeps children safe on outings as she implements appropriate safety procedures, such as holding hands, using pushchairs for young children and checking areas prior to children playing. Children are beginning to learn about keeping safe, as they practise road safety and confidently explain, that they 'must look for cars' before crossing the road. The childminder helps children to prepare for the transition to school and nursery. This is done by taking them to regular playgroups where they can socialise with their peers and by encouraging them to develop their independence skills, such as putting on their coats.

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

The childminder has a good understanding of her role to promote children's welfare and support their learning. She effectively safeguards children as she has a good understanding of the signs and symptoms of abuse and has clear procedures in place should she have a concern about a child in her care. Daily checks, along with risk assessments and appropriate safety procedures, such as keeping external doors locked, using stair gates and supervising children at all times, ensures that they are kept safe in her care. The childminder works closely with parents and carers from the start. She invites them for introductory meetings where she discusses with them how she works, provides copies of her policies and gathers all required information to support children's individual needs. For example, she gathers information about children's medical background and

parental consents for activities. The childminder asks parents and carers to share information about children's welfare from nurseries, in order to support children who attend more than one setting. However, there is scope to expand this further by including the sharing of information about what children know and can do with other providers, to further support continuity of learning.

The childminder demonstrates a positive attitude towards developing the service she provides and to attending regular training. This includes training about the revised Statutory Framework for the Early Years Foundation Stage. Although the childminder has identified this as an area she would like to develop further, she is developing a good understanding of the framework, which she uses effectively to ensure that she provides children with a wide range of activities which cover all areas of learning. The childminder is proactive as part of the local childminding network and works closely with her early years coordinator to share ideas. She reflects well on her practice and as a result, has a clear understanding of the areas she wants to improve. This helps to foster a culture of 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	EY447855
Local authority	Durham
Inspection number	804149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
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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