

Inspection date

Previous inspection date

26/11/2013

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

- Children make good progress because the quality of teaching is good. The childminder knows them well and provides experiences and activities that they are interested in and enjoy.
- Children have warm, happy and secure relationships with the childminder. This helps them to feel settled and secure.
- The childminder has made a positive start to her childminding career and is committed to continual improvement and to providing the best care for children.
- Good steps are taken to keep children healthy and safe. High standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection. The premises are safe and secure, and procedures are in place should there be concerns about children's welfare.

It is not yet outstanding because

- Arrangements are not always fully in place to liaise with parents and other early years providers about what children are learning at home and school so this can be taken into account when planning activities to extend children's good learning even further.
- There is scope to extend the educational programme for communication and language development even further by displaying photographs and talking about them with the 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
- 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 viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of the childminder and her husband, the self-evaluation form and improvement plan.

Inspector

Lindsey Pollock

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Darlington with her husband and her daughter aged 16 months. The whole of the house is used for childminding. The family has 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 four children on roll of whom three are in the early years age group. Children attend for a variety of sessions. The childminder cares for children all year round, Monday to Saturday, except bank holidays and family holidays. The childminder offers flexible hours. She provides overnight care.

What the setting needs to do to improve further

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

- explore further ways to help parents and teachers share what children are learning at home and school to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- extend the educational programme for communication and language even further by using familiar photographs to introduce new words and encourage responses from children.

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 how children learn and the quality of teaching is good. She provides a varied range of activities to promote their development in all areas of learning. These are planned with the individual needs and interests of the children in mind. For example, she recognises that the children like to play with puzzles and introduces new resources with increasing challenge to further build on what they already know. As a result, children engage well in their play and make good progress towards the early learning goals. Her observations of children are documented in daily diary sheets and she uses this information to monitor children's progress and to plan for the next steps in their learning. The records are shared with parents, and provide them with details of how their children are progressing. However, there is scope to build on the strategies to strengthen parents involvement in their child's learning. For example, by

obtaining information from parents about what children have been doing at home to further secure the learning process.

Children's communication and language skills are supported well by the childminder. She gets down to their level so they can see her as she speaks to them and responds to babies early language in a positive manner. Consequently, these youngest children are becoming skilful communicators and confidently babble as they play. She encourages older children to expand their understanding by asking them questions to make them think and reason. She encourages them to listen to others as they play together and reinforces their learning of phonics through fun activities. The childminder chooses good quality community groups to take children to so their learning can be further extended. For example, they enjoy 'getting messy' with a wide range of media and materials at the local children's centre and join in with planned rhymes and singing sessions at the toddler groups. As well as accessing additional learning opportunities this gives children the chance to play in larger groups in preparation for school and nursery. The childminder takes children on many outings and takes advantage of the nearby parks and nature areas. This enables children to learn about the world around them and the community in which they live while benefiting from being in the fresh air.

The childminder works hard to create an environment that is stimulating but still homely. She provides good quality resources to support children's learning. These are easily accessible to children to encourage them to make choices and be independent. Print and numbers are clearly displayed so that children begin to recognise these and children's artwork is proudly displayed, helping to raise their self-esteem. However, there is scope to extend the educational programme for communication and language even further by displaying photographs of familiar people and events to prompt additional conversation and language.

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

The childminder provides an environment which helps children to feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. They separate from parents confidently and parents say their children 'absolutely love it at the childminder's house'. The childminder responds well to children's emotional needs. She recognises when they need reassurance and comfort and children happily approach her for cuddles and hugs. Lots of information is gathered from parents about their child's needs before they start, for example, what children are interested in and their sleeping and eating routines. Settling-in arrangements are very much tailored to individual children and families requirements. This helps to ensure a happy, smooth transition between home and her care. The childminder recognises that this can be an anxious time for parents and provides them with lots of reassurance that their children are well cared for.

The childminder teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of praise and encouragement. This builds their self-esteem and they are extremely pleased

with themselves as she shows her delight when they demonstrate their early walking skills. The childminder takes children to groups and on outings, and as a result, they learn how to adapt their behaviour to different social situations. This prepares them well for the transition to nursery and school. Children have an increasing understanding of how to keep themselves safe because the childminder constantly reinforces good practices with them. For example, she teaches them about road safety, explaining to them why they must wear the high visibility jackets and hold her hand when near roads. Children are encouraged to learn self-help skills early on and they competently manage their personal needs as they get older. The youngest children are encouraged to 'have a go' at feeding themselves and are soon able to do this successfully. As they get older they are shown how to put their coats and shoes on by themselves and manage this competently. All of this gives children the essential skills and attitudes needed for their future learning.

The promotion of children's health is given good consideration. Effective procedures are in place to deal with any accidents. The risk of cross-infection is minimised within the home with effective hand washing procedures, and by keeping the premises and resources clean. Children have ready access to drinks to keep them hydrated and the childminder teaches them about the benefits of healthy eating. Meals are nutritious and enjoyed by children and whenever possible children play outdoors so they can benefit from the fresh air. Good attention is given to promoting children's physical development. The childminder provides a wide range of different opportunities in the home, garden, park and at community groups to enable children to gain good control and coordination in large and small movements, such as climbing and using pens and pencils.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She views the safeguarding of children as a priority. Her understanding of child protection is good and she has secure procedures in place to follow should she have a concern about a child in her care. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. Detailed records of children's information are kept and she has a good range of written policies and procedures in place so that all children in her care remain safe. These include checking her home and the venues to which she takes children. The childminder also has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She monitors the activities she provides to ensure she is covering all areas of learning and that they challenge children. She tracks children's development and these records show children are making good progress towards the early learning goals.

The childminder has made a positive start to her childminding career and demonstrates a strong drive to build on her success. She is open to the views of parents and seeks these through daily conversations. She is beginning to identify areas for development and make the changes needed to further improve the provision, such as adapting the way in which she documents children's learning and development. She is keen to attend further training

and is monitoring and evaluating her practice so she can identify relevant training priorities. This shows her commitment to the children and vision of providing a successful learning environment for all.

The childminder has very positive relationships with parents. Information regarding her policies and procedures are readily available to them and a daily diary sheet detailing children's care is provided. Parents speak highly of the childminding service. The childminder is fully aware of the benefits of sharing information with other providers of the Early Years Foundation Stage. However, there is scope to enhance these partnerships to further support children's ongoing learning and development.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY463826
Local authority	Darlington
Inspection number	923309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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, 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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