

Inspection date

Previous inspection date

24/06/2014

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 quality of teaching is good because the childminder provides a variety of fun and interesting activities that engage and motivate the children. As a result, children make good progress in their learning and development.
- Children form secure attachments and positive relationships with the childminder and her family as she provides them with a warm, friendly and welcoming environment.
- The safeguarding and welfare requirements are well understood by the childminder. Detailed policies and procedures are implemented, which ensures a safe and secure environment for the children.
- Children are well-prepared for the next stage in their learning as the childminder has established good links with local primary schools in the area. Consequently, transitions are supported well and the children's well-being is effectively promoted.

It is not yet outstanding because

- The environment is not consistently rich in print to help children further develop their early reading skills and interest in the meaning of words.
- There is room to enhance information sharing with parents to provide even more opportunities for them to be involved in the children's ongoing learning and development.

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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability.

Inspector

Rachel Enright

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 with her husband and two children in Coulby Newham, Middlesbrough. The whole of the ground floor and rear garden are used for childminding purposes. There is a pet guinea pig on the premises. The childminder works alongside her mother who is also a registered childminder. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently 14 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides care for children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to begin to understand that print carries meaning, for example, by using words, signs and numbers to label resources
- enhance the information shared with parents to provide even more opportunities for them to be involved in the children's ongoing learning and development.

Inspection judgements

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

The quality of teaching is good as the childminder has a secure knowledge and understanding of how to effectively promote the children's learning and development. She provides the children with a variety of fun and interesting activities to cover all seven areas of learning. The childminder follows and extends the children's individual interests, which supports their future learning. Children concentrate for significant periods of time because they are engaged and motivated in their play. For example, children are supported to develop their problem solving and critical thinking skills as they play a bingo game with the childminder. As a result, children make good progress overall in their learning and development from their starting points. The childminder regularly observes and assesses the children throughout their activities to identify the next steps in their learning and develop future planning based on their emerging needs. Individual learning journey records and tracking sheets are completed to highlight the children's achievements and assess the progress in their learning and development. These demonstrate that the children are working well within the typical range of development expected for their age.

The childminder encourages the children to make independent choices and take the lead in their play. The children have access to a good range of toys and resources, which are mostly accessible to them to stimulate them in their learning. However, there is scope to improve the opportunities for children to further develop their early reading skills and interest in the meaning of words by enhancing environmental print throughout the setting by labelling resources. Children's communication and language development is promoted well as the childminder engages in constant discussion as they play, asks relevant questions and clearly models language during activities. Consequently, children are becoming confident communicators and learn to use vocabulary to make connections between objects and words. The childminder effectively supports the children with their early mathematical development. For example, children count when building with construction blocks and attempt to recognise different colours when playing with the small world garage. Children sit happily with the childminder as they enjoy listening to stories, which supports their developing interest of books and early literacy skills. They help to turn the pages and younger children feel the different textures inside the book. The childminder encourages the children to find their own nose, ears and eyes as this is mentioned in one of the story books. Children start to develop their own sense of self as they point to their own features and the childminder's face, which enables them to gain an understanding of people's similarities and differences. Older children are starting to show an interest in knowledge and understanding of the world as they show care for living things. For example, they show excitement as they play with the childminder's guinea pig and help to feed it. The childminder encourages children's physical development through group activities, where they sing songs, dance, make actions and movements to the music. Physicals skills are further promoted as the childminder attends regular groups and outings in the local area, such as toddler groups and visiting the park and forest. This increases the children's confidence and allows them to socialise with other children and adults to effectively support their personal, social and emotional development. As a result, children are acquiring the necessary skills needed for the next stage in their learning at school.

The childminder demonstrates a clear understanding of her responsibilities relating to the progress check for children between the ages of two and three years. Parents are kept reasonably well informed about the children's progress and development as the childminder provides verbal feedback and shares photographs on a weekly basis using a telephone application. The childminder has recently started to share the children's learning journey records with parents and ask them to make comments and suggestions. She discusses future plans to enhance information sharing with parents to provide even more opportunities for them to be involved in the children's ongoing learning and development. However, at the time of inspection, this is in the early stages and still developing. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well. The childminder works closely with parents to meet their individual requirements to enable them to make steady progress.

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

There is an effective key-person system in place as the childminder co-childminds with her mother. Therefore, children form secure attachments and develop positive relationships with the childminder and her family. She provides a warm, friendly and welcoming environment, which promotes the children's emotional well-being. Children are clearly happy and settled as they have close bonds with the childminder even though they are fairly new to the setting. Transitions in to the childminder's care are well supported as she has effective settling-in procedures for children. During this time, parents share relevant information about the children's individual routines and needs to ensure they benefit from consistency and continuity of care. This is further promoted as the childminder has established good links with local primary schools to ensure the children are well-prepared for their transition when they move on to the next stage in their learning.

The childminder acts as a positive role model by effectively managing the children's behaviour. She uses a calm and consistent approach to provide the children with clear guidance to reinforce appropriate behaviour. For example, younger children are reminded to use 'kind hands' during their play. As a result, children are starting to understand the boundaries and expectations within the setting. The childminder uses regular praise and encouragement, which effectively promotes the children's self-esteem and confidence. Children are learning how to keep themselves safe as the childminder talks about the importance of safety throughout their activities and daily routines. For example, children are reminded not to climb on the furniture and the childminder teaches the older children about road safety during the school runs. The childminder encourages the children to be independent and manage their own personal needs, such as, washing their own hands and attempting to put on their own shoes before playing outside.

Children are provided with a variety of balanced and nutritious meals and snacks, which develops their understanding of a healthy diet and lifestyle. Meal times are a social occasion as the children have access to low-level tables and chairs. There are good hygiene practices in place to ensure the children develop their own self-care skills and learn how to protect their own health and well-being. The childminder provides daily opportunities for the children to be active and develop their physical skills. For example, they play in the outdoor area and have regular visits to the local park where they can explore and investigate the large equipment.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are well understood by the childminder. She shows a good knowledge of how to effectively safeguard the children in her care and knows the procedures to follow if she has any concerns. The childminder has attended relevant training and has a detailed range of policies and procedures, which she implements successfully. For example, the childminder involves the children in fire evacuations to ensure they know what to do in the event of an emergency. Health and safety checks are completed on the indoor and outdoor environment to minimise risk and potential hazards. Consequently, children are provided with a safe and secure environment. The required checks have been completed on the adults in the home to ensure they are suitable. All required documentation is maintained

and monitored regularly.

The childminder monitors and evaluates the educational programmes to ensure that all areas of learning are covered through enjoyable activities for the children. Self-evaluation is effective as the childminder clearly identifies her strengths and areas for future development. The childminder and her co-worker strive for continuous improvement to develop their practice and enhance future opportunities for the children. For example, they discuss enhancing the environment and resources in the outdoor area. The childminder shows a great commitment to her own professional development as she regularly attends training courses to improve her skills, knowledge and understanding. She also continually identifies her future training requirements, which has led to her enrolling on a level 2 childcare qualification.

The childminder has good relationships with parents and local primary schools, which make a strong contribution to meeting the children's individual needs. The childminder understands the importance of working in partnership with teachers and other professionals to ensure the children's learning is complemented. The childminder has also established links with the local authority and other childminder's in the local area to share ideas and discuss best practice. This further supports the children in their 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	EY468670
Local authority	Middlesbrough
Inspection number	949743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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