

Inspection date

Previous inspection date

08/05/2014

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

- Teaching is good because the childminder has developed a robust understanding of how to promote children's learning. She plans a wide range of activities linked to their interests and developing needs which enables children to make good progress.
- The children form secure attachments and positive relationships with the childminder as she provides them with a warm, nurturing and welcoming environment.
- Arrangements for safeguarding children are strong and well embedded, so that children are protected from abuse or neglect. The childminder creates a welcoming, safe and secure environment.
- Parents are provided with information about their child's day. Well-written policies and procedures reflect the care provided and are shared with parents. As a result, they remain up-to-date with their child's learning and care.

It is not yet outstanding because

- Opportunities to enhance children's early writing skills are not fully developed. This is because resources, such as pens, pencils and chalks are not always readily available for children to access.

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 made observations of the children while they were engaged in activities in both the indoor and outdoor environment.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of parent's views expressed on the childminder's website, and the information from the settings self-evaluation.

Inspector

Janet Fairhurst

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 aged 10 years and 30 months in Fulwell, Sunderland. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a number of toddler groups, and visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, 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:

- develop further opportunities for young children to enhance their early writing skills by ensuring resources, such as pens, pencils and chalks are always provided as part of everyday provision.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and how children learn and uses this well to provide playful and enjoyable experiences for children. She frequently observes children and effectively uses what she notices, together with information gathered from children's parents to assess their starting points, needs, interests and progress. Planning is based on the child's interests, age and stage of development. The way all children's progress is tracked through each area of learning is effective and clearly shows the good progress that they make. Parents are kept well informed of their child's learning and development and are provided with opportunities to share examples of children's learning at home. Children's learning journals, supported by photographs of activities that are on display, are shared with parents so that they can see the range of activities available to them. The childminder is aware of the requirements of the progress check at age two and has prepared for this effectively with parents.

The childminder has organised a good range of interesting books, toys and resources. She uses these well to support children's learning, including making sure the children can easily see and help themselves to books, toys and games to support their child-led independent learning. As a result, children freely explore their environment, develop confidence in solving their own problems and enjoy interacting with others around them. Teaching is good and children are particularly well-supported in their communication and language development. The childminder listens to children and responds sensitively, enriching their learning through purposeful play. In addition, she asks open-ended

questions, talks with the children continually and encourages them to repeat words to develop their communication skills. Children develop self-esteem as the childminder offers praise and encouragement at all times. They are building positive relationships with the childminder and are obviously happy and content in her care. They delight in the individual time and attention they receive from her as she involves herself in their play, for example, when playing with the large floor number puzzle all the children are fully included.

The childminder reads stories to the children who listen attentively and become engaged through her use of props which brings the story to life. Children enjoy using their imaginations as they play with the small world figures and toys. They access dolls and the role play house and kitchen. Children develop positive attitudes to learning because the childminder shows an interest in everything they do. A range of activities fosters children's participation and the childminder's good support and gentle encouragement enables them to enjoy and achieve. They especially enjoy playing outdoors where they engage in role play activities, such as preparing for their picnic and buying food at the pretend shop. The childminder is skilful in promoting the characteristics of effective learning and knows when to intervene in children's learning to ensure this is well supported. For example, a child finds a spider on one of their toys. This prompts the childminder to teach the child about how to show kindness and gently picks up the spider allowing it to walk away. Consequently, children make good progress in their learning and development. The childminder promotes children's physical skills, generally, well. She recognises that young children are full of energy and ensures they have regular opportunities to play in the garden and visit the park to access large play equipment and explore the natural world. Consequently, their physical skills, including their balance and coordination, are enhanced. However, children are not always able to choose equipment to fully develop the physical skills required for early writing. This is because resources, such as pens, pencils and chalks are not always readily available. Children are provided with good opportunities to develop their mathematical skills. For example, the childminder counts the number of teacups they have outside and uses words, such as 'more' and 'less'. As a result, children incorporate early counting and mathematical vocabulary into their everyday play-based learning, preparing them very well for school, when the time comes.

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

Children settle quickly with the childminder because she understands the importance of fully supporting the transition from home to her setting. The childminder obtains a wealth of information from parents prior to them starting with her. As a result, she is fully aware of children's individual needs, abilities and preferences and fully considers these when planning activities and learning experiences. The childminder's caring, attentive practice enables children to form strong bonds and good emotional attachments to her. This means children grow in confidence so that they become happy learners who enjoy their time with the childminder because they feel safe and well cared for. The childminder organises her home and resources so that children can move around safely and can easily help themselves to resources which match their interest, age and ability.

The childminder has a secure understanding of inclusive practice and all children are

highly valued. She works closely with parents to ensure that all children's specific needs are recognised and met appropriately. Children are made to feel special as they are encouraged to develop their own individual personalities in a caring environment where their needs are recognised and they are respected as individuals. They respond positively to the childminder's methods of behaviour management which is appropriate to their age and stage of development and reinforces positive behaviour. Children learn to be kind to each other and to share toys and older are beginning to understand that every action has a consequence. The childminder makes good use of praise to support positive behaviour and acts as a positive role model for the children at all times.

The childminder provides a varied range of activities to support children's physical development, and children develop a sound awareness of how to keep healthy through being active. They regularly visit local parks to use the play equipment, and they have space to run around and play games. Children enjoy balanced and nutritious home-cooked meals provided by the childminder, and help to prepare some of their snacks, such as fruit kebabs. The childminder talks to children about keeping safe when on outings. She reminds them of the possible dangers and talks to them about road safety, and how to evacuate her home in the event of an emergency. During activities and routines, children learn about safe practices, such as, why they must tidy away toys in case they fall over them.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of child protection and knows the procedures to follow should she have concerns about a child's welfare. These are shared with parents when their child first attends, in order to make clear the standards to which she works. The childminder is very conscientious about keeping children safe from harm. This is achieved through her close supervision and by providing a secure and safe home, and asking visitors to sign in and out. The childminder has completed detailed risk assessments of her house, garden and outings undertaken. The implementation of these successfully minimises potential hazards and risks to children and is effective in keeping them safe and secure. Regular fire drills are undertaken so that children know how to evacuate the house quickly and safely.

The childminder routinely evaluates the educational programme and her assessment of children's learning and development; she adjusts planning to reflect any changes in their interests or needs. This ensures she has an accurate understanding of all children's strengths and weaknesses. The childminder shares this information with parents so that they can work together to help children achieve well. Good relationships with parents have been established in order to support children's care and education. Parents are involved in their child's learning and they are regularly invited to look through their child's learning journeys and discuss the progress children have made. Regular informal discussions ensure that information is ongoing and written daily dairies keep parents informed of what children have done during the day. Additional information and indepth policies relating to the setting support the childminder's good practice and are shared with parents. Written

feedback from parents is very positive and demonstrates their overwhelming satisfaction with the service and care they receive.

Self-evaluation is good which ensures that the childminder meets with all of the legal requirements of the Statutory framework for the Early Years Foundation Stage. She reflects on her own needs and has enrolled on courses including safeguarding and food hygiene. This will enhance her already good skills and help support her in her role. The childminder recognises her many strengths and has identified a number of areas for further development. For example, she has recognised that there is room to develop the use of the outdoor environment to better support children's learning, and intends to achieve this through creating an area where they can grow their own produce.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY469082
Local authority	Sunderland
Inspection number	943493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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