

<b>Inspection date</b>	10/12/2013
Previous inspection date	18/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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. The childminder provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, they make good progress.
- The childminder has a good understanding of how to promote the safety and welfare of the children in her care. She minimises risks so that children are able to learn and play in a safe environment.
- The childminder supports children's emerging speaking skills very well. She provides close interaction, responds to what they do and say and introduces new words during activities to help them learn.
- The childminder sensitively helps children to settle into her setting. Children benefit from this as they develop warm, caring relationships with the childminder and her children, helping them to feel settled, included and secure.

### **It is not yet outstanding because**

- There is scope to strengthen the good working partnerships with other early years providers where children attend, to promote a more shared approach to children's ongoing learning.
- Opportunities for young children to explore and use different media and messy materials so they can express themselves through sensory exploration are not always freely available.

## 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 had a tour of the areas used for childminding and observed activities in the playroom and kitchen.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documentation, and a selection of the childminder's policies and records.
- The inspector observed a specific activity planned by the childminder.
- The inspector took account of the views of parents through emails and letters left for the inspection.

## Inspector

Karen Tervit

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 16, 14 and six years in a house in Ingleby Barwick, Stockton on Tees. The whole of the ground floor and the rear garden are used for childminding. The main first floor bedroom is also available. The childminder attends several toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am 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:

- strengthen further the positive partnerships with other early years providers where children attend, to support a more shared approach to children's ongoing learning
- provide additional opportunities for children to express themselves through sensory exploration and messy play, for example, by making use of natural materials and media, such as, paint, cornflour and water and dough.

## 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 young children learn and develop. She provides a broad range of activities and experiences across all areas of learning. The childminder works closely with parents from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with initial observations to identify children's starting points. Individual learning journals are in place for all children; these include photographs, examples of children's work and observations of them at play. These are linked to the seven areas of learning and are used effectively to identify the next steps in children's learning and assess their progress. The childminder knows children well and because of this she provides activities that reflect their likes and choices. This effective teaching means that children are happy, enthusiastic and motivated learners who make good progress. She supports children in acquiring the skills they need for their future learning, such as starting school or nursery. The childminder has completed and shared with parents the required 'progress check at age two' for relevant children. Parents comment positively on the progress their children are making, particularly in their speech and language and the interest the childminder shows in what their children are achieving

at home.

The childminder engages fully in all aspects of children's play and skilfully extends their language through her good use of open-ended questions and discussions. For example, children thoroughly exploring the small world buildings. The childminder encourages them to name and describe the different figures. They go on to look for different animals, with children successfully naming the 'tiger', 'giraffe' and 'horse'. The childminder talks about the noises they make and shows genuine enthusiasm when they find a new animal. As a result, children learn new words, such as 'sea lion'. The childminder extends this learning by talking about the different sizes of animal and the giraffe's 'long neck'. Consequently, children remain focused and interested in this activity for a long time. The childminder is skilled at encouraging children to 'have a go'. Consequently, children learn that they have to turn the plastic eggs so they fit into the carton. The childminder encourages children to think about what size brick they need next as they build a tower together. Children independently choose books from the attractive display. They enjoy listening to stories the childminder reads to them and often bring books from home to share with her. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social and creative skills. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. The childminder provides some opportunities for children to explore colour and texture. For example, they feel the different surfaces on plastic toys and talk about them. However, she has not fully extended this to enable children to express themselves through sensory exploration and mess making using natural materials and media, such as, foam, gloop and dough. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. Consequently, children learn to negotiate the steps on the climbing frame and skilfully ride their scooters and cars.

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

The childminder provides a welcoming and safe environment for children in her care. She has developed good relationships with the children. She is caring and affectionate and children relate very well to her. Settling-in procedures are effective in helping children to feel safe and secure and are tailored to meet the individual needs of children and their families. Parents comment positively on how the childminder helps children to settle quickly. For example, they say 'my children have weathered the transition well through the childminder's gentle care and attention'.

The childminder makes good use of praise to promote children's positive behaviour and self-esteem. She is a positive role model for children and she provides consistent boundaries and routines. Therefore, children behave well because they know what the childminder expects of them. Through play, they learn to share, take turns and they are polite and use their manners well. Alongside this, the childminder takes children to community groups so that she can support children in developing their confidence in

larger groups. These skills prepare children well for the next stage in their learning. The children are developing a good understanding about safe boundaries and ways in which they can keep themselves safe. For example, the childminder organises her resources so that children can make safe and independent choices in their play. In addition, she involves them in a wide range of activities that help them to learn about safety. For instance, children regularly take part in fire evacuation practises and they routinely talk about road safety on outings.

The childminder promotes children's good health well. She involves them in baking and food preparation activities and this enables her to discuss with children the benefits of eating a healthy diet. They enjoy planting and harvesting vegetables in the garden. Parents provide children's meals and snacks. The children are developing a secure understanding of effective health and hygiene practices. The childminder is a good role model, for example, she explains why she is washing her hands before and after changing nappies. She supports children in thoroughly washing their own hands at appropriate times throughout the day. This supports them in developing good self-care skills and an understanding of their personal care needs. The children have ample opportunities to play outdoors and to engage in physical activity. They enjoy playing in the garden, going on walks and visiting indoor activity centres. This promotes children's physical development and means children benefit from playing in the fresh air.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is fully aware of child protection issues and her responsibility in protecting children from harm. She accesses relevant training so that she has an up-to-date understanding of the potential signs of abuse and neglect and the procedures for reporting concerns. The childminder maintains a wide range of written policies and procedures which underpin her practice and contribute to safeguarding children. These are shared with parents reassuring them that their children are safe and well cared for. The childminder ensures all legally required documentation is in place and up-to-date, for example, children's details and records of attendance. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. Checks are in the process of being carried out for her 16-year-old child. This further safeguards children. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings. These reduce the chance of any accidental injury.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. She carefully reflects on activities and uses this information, along with her secure knowledge of child development and children's interests, to help with future planning. The childminder supports children to take part in a good range of child-initiated and adult-led experiences, which are stimulating and varied. She uses the local authority approved tracking system which clearly demonstrates the good progress children are making. The

childminder's commitment to improving the provision for children is good. Overall, she has positively addressed the recommendations from her previous inspection. She reflects on her practice, seeks advice from her local authority and uses self-evaluation as a way to identify her strengths and areas to improvement. Therefore, she is proactive in improving the provision for children. Consequently, children benefit from her commitment to maintaining continuous improvement.

Partnerships with parents are good and they have access to a wide range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs keep parents well informed, together with her overview about where children are in their learning. Close links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure and promote their progression. However, links with the Reception class teacher for children who have just started school are not yet as strong. This does not fully promote continuity in their learning.

### **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

<b>Unique reference number</b>	EY248877
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	877501
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

