

Inspection date	17/01/2014
Previous inspection date	13/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides an extremely warm and welcoming environment for children, which results in them being very happy and settled. A thorough and effective induction procedure ensures all children are fully included and their individual needs are exceptionally well met.
- The quality of teaching and learning is exceptional. There is a very good balance of child-initiated and adult-led experiences that ensure there is ongoing challenge for children's age and stage of development. Consequently, they have ample opportunities to make very good progress in their learning and development.
- The childminder has built excellent relationships with parents and other providers. They exchange a wide range of information about the children each day they attend, maximising children's welfare and learning.
- The childminder effectively raises children's awareness of the importance of good health. She is a positive role model, and consequently encourages a very good understanding of how to achieve a healthy lifestyle.

- There is scope to further expand opportunities for children to freely access mark-making resources outdoors during the winter months, to further enhance their already excellent literacy skills.

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 premises and observed children playing in the living room and conservatory.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning journals, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through information provided in letters and questionnaires.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and one child aged nine years in Ingleby Barwick. The whole ground floor of the house, except the downstairs bedroom, is used for childminding. There is a rear garden for outdoor play.

The childminder attends a toddler group and activities at the local children's centre. 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, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- expand opportunities for children to freely access mark-making resources outdoors during the winter months, to further enhance their already excellent literacy skills.

Inspection judgements

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

The childminder has an exceptional understanding of the educational programmes, she is enthusiastic and clearly motivates children to learn. She completes accurate observations of the children in the prime and specific areas of learning, and uses these to effectively challenge their learning and development. The observations and assessments of children's progress are used well to promote progress in all the areas of learning. The childminder demonstrates an excellent understanding of the Early Years Foundation Stage and knows the children in her care extremely well. She bases her planning on children's interests, observations and information gathered from parents and other providers. The childminder completes learning journals for all children, which clearly show how children are making very good progress towards the early learning goals. These are shared with regularly with parents and they are actively encouraged to share information about their child's progress made at home.

The childminder plans for the children's next steps in learning and shares these each week with parents to support children's learning at home. She is aware that it is important that children are well prepared to move on to other provisions. Their learning records are summarised at regular intervals to inform parents and any other providers that children

attend. This means that children have the key skills necessary and are exceptionally well prepared for the next stage in their learning. The progress check at age two has been effectively completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on.

Children eagerly join in with planned activities and they skilfully use pencils and glue sticks to make marks and glue a variety of shapes. The childminder respects children's efforts and ideas, which enables them to feel safe to take a risk with new ideas. Children are able to access a wide range of books independently and also enjoy sharing stories with the childminder. She uses stories to skilfully teach children new vocabulary. She repeats new words so young children can explore and imitate sounds, such as the names of different characters. She repeats the words clearly and gives young children time to respond, correcting the wrong names and repeating the correct names. She also claps and cheers to praise children for their efforts. This helps to develop children's early communication, language and literacy skills extremely well, helping to prepare them for the next stage in their learning and development. The childminder uses opportunities in children's play to develop their awareness of colours, number names and counting skills. For example, when building with the blocks they count how many blocks in the tower. The childminder names and counts the different colours of the balls used with the interactive games. She also gives children time to repeat the colour names and repeats clearly to ensure children hear the correct pronunciation. This helps to develop children's early mathematical skills and vocabulary. Children enjoy having direct access to the childminder's garden where they have very good opportunities to explore the natural world and be physically active. However, opportunities for children to further enhance mark-making skills in the outdoor area during the winter months are not always freely available.

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

The childminder gives extremely high priority to making children's transition into her care a very pleasant experience. For example, parents are asked to complete a comprehensive information form for their child. This includes questions about their child's routines, likes, dislikes, starting points and prior learning. This means the childminder is particularly well informed of children's individual needs and parents' requests, which enables children to develop close and trusting bonds with her, and gives them emotional security and stability. The childminder gives high priority to helping children learn about keeping themselves safe. For example, she talks to children about not running indoors, and teaches them about road safety when out in the community. Children hold the childminder's hand and stop and look for cars and buses before crossing the road. The home is very clean and tidy, and children move around in safety and with confidence.

Extensive information sought from parents ensures that their children's home routine and dietary needs are effectively followed. Daily diaries provide parents with a wide range of information at the end of each day. This includes children's nappy changes, meals eaten, progress and activities their children have been involved in. This means that parents share in their children's day and they are kept fully informed at all times. Children consistently access outdoor play on a daily basis for fresh air and exercise. They regularly visit the local beaches, play and country parks to further develop their physical skills. This means

that their health is extremely well promoted. Further to this, well-balanced, home-cooked meals and healthy snacks are regularly provided to support children's well-being.

Children regularly visit the local toddler groups with the childminder, which builds their self-confidence and encourages them to engage in activities to develop their social interaction. This helps to prepare them for making the transition to nursery in the future. The children use the space and the excellent selection of resources and equipment to extend their learning experiences, because they are extremely motivated and interested in what they do. They begin to learn the expectations of the setting, and the childminder's gentle guidance and encouragement help them to behave very well. The childminder also provides lots of appropriate praise and encouragement, which promotes children's self-esteem and confidence.

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

The childminder manages her service extremely well. She has clear and effective policies and procedures in place to show how this operates, and she keeps all necessary documentation up to date and stored securely. This ensures confidentiality is maintained. The childminder ensures children are cared for in a very safe and secure environment, and she fully understands her responsibilities in terms of safeguarding issues. The identification of any visitors is thoroughly checked and doors are locked at all times, which means there is no unauthorised entry to the premises. This further protects children and keeps them safe. The childminder has a very good understanding of her role and responsibilities in safeguarding children. She has a secure knowledge and understanding of child protection issues, including procedures to follow in the event of a concern.

Partnership with parents is exemplary. The childminder offers parents an extensive information in an introduction pack. The well-kept daily diaries offer a regular two-way flow of information that enable parents to comment on changes to their children's needs or activities they have done at home. The children's learning journals are accessible at any time for parents and they are encouraged to regularly discuss children's progress. Parents comment very positively about the care their children receive and the progress they are making. For example, they say 'My children have benefited, in fact thrived from spending so much time at childminder's.' They also comment about how 'the childminder worked with her for weeks preparing her for school, helping to overcome her fears and anxieties and I am extremely happy with the level of care she receives.' The childminder has very good links with other providers of the Early Years Foundation Stage. She confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure consistency of care and promote children's progression.

All recommendations from the childminder's prior inspection have been exceptionally well implemented and acted on. She is extremely keen to develop the service she provides. She works closely with the local authority advisers to develop action plans for improvement, and attends relevant training to develop her already excellent knowledge and skills. The childminder constantly monitors and evaluates her provision, including the educational programmes, to identify clear targets for future development. This ensures

children benefit exceptionally from a continually improving provision, which meets the requirements of the Early Years Foundation Stage extremely well.

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	EY395986
Local authority	Stockton on Tees
Inspection number	879260
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13/01/2010
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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