

Inspection date	30/01/2014
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 childminder's safeguarding procedures are robust and rigorous and good steps are taken to reduce potential hazards. This means that children are well protected and kept safe.
- The quality of teaching is good. The childminder plans activities based on children's interests and supports them effectively, so that they make good progress in their learning.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good.
- The childminder demonstrates the motivation and drive to develop her service. She regularly monitors and evaluates her skills and the progress children make, which supports continuous improvement.

It is not yet outstanding because

- There is scope to strengthen the links with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's good learning even further.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

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 indoors.
- The inspector spoke with the childminder, her assistant and children at appropriate times.
- The inspector reviewed relevant documentation, including the childminder's action plan, children's learning journals and a sample of policies and procedures.
- The inspector observed a specific activity planned by the childminder.
- The inspector took account of the views of parents in letters provided for the inspection.
- The inspector checked evidence of suitability of the childminder and her assistant.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three years and 11 months in Darlington. Her husband works as her assistant. The whole of the ground floor and the first floor bathroom and toilet are used for childminding. There is an enclosed garden available for outside play.

The childminder attends local community groups. She collects children from the local schools and pre-schools. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently three children on roll, one of whom is in the early years age group and attends for a variety of sessions.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning

- extend the opportunities for children to make further independent choices about their play, for example, by helping them know or see what resources are available.

Inspection judgements

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

The childminder is a knowledgeable and skilled early years practitioner. She has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder gathers suitable information from parents about what their children are interested in and what they can do at home before they begin to attend her setting. This is combined with her own initial observations to identify children's starting points. Individual learning journals are in place for children; these include photographs, examples of children's artwork 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 and her assistant are attentive to the needs of children. They interact warmly with them by sitting with them, so that they are at eye level, participating in their chosen activities, praising them and offering encouragement as they try new things. The

childminder shows a good understanding of children's interests and provides them with resources both indoors and outdoors, to support these, such as children's love of playing with trains and space rockets. Children clearly enjoy looking at books on their own or with the childminder. They often borrow books from the library linked to their interests. The childminder encourages their listening skills and they confidently talk about the pictures in familiar stories. The childminder uses number in meaningful ways with children to develop their understanding. For example, they count the stairs together as they access the bathroom and count backwards from three as they launch their rockets. The childminder effectively promotes children's development in understanding of the world. For example, children learn about different people in society when they talk about various cultural events and festivals. They create their own flags to celebrate American Independence Day and coconut ladoos to celebrate Diwali. Children enjoy going on outings and visits in the community. For example, they visit the nearby woods to look at the birds nest and then come home and create their own bird feeders. 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 enjoy the wide range of activities and are interested and keen learners. They are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving onto nursery or school.

Overall, partnerships with parents are strong. The children's learning journals are well documented and include photographs of them having fun. These are shared with parents, so they are kept informed of their children's progress. Parents' comment that 'child's language and development are thriving' and 'they teach me new songs and stories they have done with you'. They also receive daily diaries and parents have completed some 'wow' moments about special events at home. However, there is scope to build on the strategies to strengthen parents' involvement in their children's learning. For example, by obtaining more detailed information from parents about what children have been learning and achieving at home and using this to inform future planning.

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

Children are cared for in a welcoming child-friendly home environment. The childminder has developed good systems to support children in settling into her home and developing strong attachments. She gathers lots of important information about children prior to them starting at the provision. This includes both the care needs of the children and where they are in their learning and development. This means that the childminder can provide for the children's routine needs and interests from the beginning, resulting in their physical and emotional needs being met. Children display confidence in their surroundings and are eager to learn and play in this welcoming home. The childminder sits with them as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and recognises when children are tired and in need of rest and provides a comfortable area where they can sleep or relax.

Children have access to a clean and suitably organised environment. The playroom is set up, so children can mostly independently access a wide range of toys and activities. However, not all the contents of boxes are visible or labelled to assist children in making

even more informed independent choices. Displays of colourful posters, number lines and examples of the children's work, helps to provide a welcoming environment, promotes self-esteem and helps to develop a sense of belonging for the children. Children learn to play together with the childminder encouraging them in sharing and turn taking. She also attends community groups, so that she can support children to play alongside each other and develop their confidence in larger groups, preparing them for their next stage in their learning. The childminder and her assistant use a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. They are good role models for children, treating them with respect and modelling good manners. Consequently, children behave well, recognising boundaries and responding to expectations.

The childminder promotes children's health and well-being. She takes children out everyday, enabling them to be physically active and benefit from fresh air. Information about children's dietary needs is requested and a good range of healthy nutritious meals and snacks further promote children's health. The childminder ensures drinks are readily available and effectively supports children in learning to drink from a cup rather than a lidded beaker. Through the childminder's good role modelling and gentle reminders, children gain a good understanding of health and personal care issues, such as hand-washing before snack time. Children learn to act in a safe manner. For example, she involves them in regular fire evacuation practises and she talks to them about road safety on outings. Alongside this, they learn to negotiate the stairs to the toilet safely.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. She understands her responsibilities, in relation to safeguarding and has attended recent training. The childminder has clear policies in place and she knows who to contact if she had a concern about a child in her care. Necessary checks for the childminder and her assistant have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Children are kept safe inside and outside, as the childminder carries out thorough risk assessments, so as to identify and minimise potential hazards. The childminder has recently updated her first aid certificate, as has her assistant. Consequently, children are well protected should they have a minor accident or injury.

The childminder consistently monitors and evaluates the play and learning she provides, which ensures that children's good progress is maintained. She also updates her knowledge through specific local authority courses, researching on the internet and reading childcare publications. The childminder has a good understanding of her strengths and areas to develop and carefully reflects on her practice. For example, she is in the process of developing her garden, so children can experience all areas of learning outdoors. She takes advice from the local authority advisors and has close links with other childminders, sharing good practice. She collects parents' and children's views through regular discussions and questionnaires, which ensures they are involved in the process of

improvement. For example, parents asked the childminder to ensure she limits the number of biscuits children have when attending groups, which she does. She has positively addressed the recommendations from her last inspection and is committed and keen to maintain continuous improvement.

Partnerships with parents are good. The childminder encourages a two-way discussion between herself and parents at handover times. She completes written daily diaries and often sends children's artwork and creations home. Parents share what they know about their children before they attend, completing all required consents and documentation. The childminder understands the importance of working with other settings and professionals involved in children's care and learning, in order to promote continuity in children's care.

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	EY430261
Local authority	Darlington
Inspection number	875941
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	01/12/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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