

Inspection date	25/03/2014
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make good progress because the quality of teaching is good. The childminder knows them well and provides experiences and activities that they are interested in and enjoy.
- Children are happy and relaxed within the childminder's home because of the strong relationships established between them.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. Robust risk assessments help to minimise any potential hazards to children to keep them safe.
- Partnerships with parents are good as the childminder keeps them fully involved in their child's experiences and learning. The childminder gains valuable information from parents about children's learning at home to help meet their individual needs.

It is not yet outstanding because

- Opportunities for children to engage in open-ended activities with natural objects and materials are not always effectively promoted. This is because most of toys and equipment are commercially produced and cannot be used flexibly and in a number of ways.

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 observed children's play and the quality of adult and child interactions.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at planning, observation and assessment documentation and children's learning journey records.
- The inspector looked at policies and procedures, risk assessments and a range of other documentation.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child and a child aged 14 in a house in Dawdon, Seaham, County Durham. The whole of the ground floor, except the ground floor bedroom of the childminder's home is used for childminding. The family has a cockatiel as a pet. The childminder visits the shops, library and park on a regular basis. The childminder attends local playgroups. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder 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:

- enrich opportunities for children to access natural and open-ended resources to enhance exploration and investigation skills.

Inspection judgements

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

The childminder has a sound understanding and knowledge of how to promote the learning and development of children in her care. The quality of teaching is good and contributes to the positive progress children are making in their development. The childminder gathers valuable information from parents about children's interests and starting points when they first start. This helps her maintain consistency in care for children and promotes their learning instantly. The childminder observes children at play in order to understand and consider their current interests, development and learning. She then analyses this information to highlight children's achievements and to plan for the next steps in their learning. Children are offered a wide and interesting range of activities and experiences to support their interests and enhance their skills. All children have their own individual learning journal and plans, which parents contribute to and have access to at all times. The childminder carries out regular progress reports, including the 'progress check at age two' when appropriate. She shares these with parents and discusses next steps in their learning. The childminder uses this to inform her plans and activities with children. As a result, parents feel valued and fully involved in their children's learning.

The childminder supports children's communication and language development very effectively. She continuously talks to children about what they are doing, naming objects and repeating words. As a result, children learn to use vocabulary to make connections between objects and words as they play. The childminder supports children to enjoy books and stories by showing children how to handle books carefully and how to turn the pages

of a book one at a time. They listen attentively as the childminder reads clearly with thought and expression and this engages their interest. She asks effective open-ended questions, such as 'What is the dinosaur doing?' as children look at the illustrations in a favourite book. As a result, children develop good thinking and speaking skills. The childminder encourages children to 'have a go' and work out problems for themselves. She supports children to be independent, knows when to intervene and praises children's efforts and achievements. For example, children concentrate well as they try different ways to piece a jigsaw together. As a result, children are motivated to learn and persevere at tasks until they achieve their goal. The childminder provides opportunities for children to be creative and explore sand and water. However, opportunities for children to engage in open-ended activities with natural objects and materials are not always effectively promoted. This is because most toys and equipment are commercially produced and cannot be used flexibly and in a number of ways. The childminder supports children's awareness of number well through counting objects in the everyday environment as they play. Children learn about shape, space and measure as they engage in an imaginative game with the cars and garage. For example, they find out the garage feels heavy to lift and 'drive' the small car round the ramps. The childminder provides good opportunities for children to develop their physical skills. They learn to control writing tools to make marks and carefully join pieces of a jigsaw puzzle together. These skills help them to be prepared for school and for the next stage in their learning.

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

Children are happy and form strong bonds with the childminder as she is calm, caring and attentive to their individual needs. She works effectively with parents to gather information about their children's development and care routines from the start. Subsequently, they settle well and make good progress. The childminder is a good role model and promotes positive behaviour. She gently reminds children to look after the resources so they do not break and to tidy them away after they have finished playing with them. This helps children to develop a sense of respect for theirs and others things. The childminder gives children lots of praise and positive reinforcement and has realistic expectations for their behaviour. This helps children to become competent, assertive and self-assured. The childminder supports children's awareness of safety well. For example, she reminds children to sit on a chair properly so they do not fall and hurt themselves. She supervises children at all times and attends to their needs effectively. As a result, children's well-being is well met.

The childminder's home is safe, clean, comfortable and welcoming. Children have access to a good range of resources that reflect all areas of learning and interests. Resources are stored appropriately, clearly labelled and are easily accessible. This helps children to make independent choices and lead their own play. As a result, children show they are confident as they happily explore the learning environment. Outdoors, children have good opportunities to practice their physical skills through climbing steps, balancing and sliding. Children have access to daily fresh air and exercise as the childminder regularly takes them for walks to the local parks and shops. This further enhances their physical development as they learn to negotiate different pathways and gradients. Children also

gain an awareness of the world around them and the community they live in. The childminder ensures children are kept safe while enjoying outdoor experiences by carrying out robust risk assessments. Children's health is well-promoted. They begin to learn to manage their own personal hygiene and they know why they need to wash their hands before they have their lunch or snack. They are encouraged to develop healthy lifestyles with a focus on healthy meals, snacks and on outdoor activities. This means that children are beginning to understand how to keep themselves healthy.

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

Arrangements for safeguarding children within the provision are good. Thorough risk assessments minimise risk in the childminder's well-organised home. There are clear child protection procedures in place and the childminder is confident about the procedures to follow in the event of a concern. She has clear policies which she shares with parents and has recently attended a safeguarding course. The childminder's documentation is well-organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and she holds a valid first-aid certificate. The childminder vigilantly checks the identification of visitors and keeps a written record of them.

The childminder is committed to developing her practice. She continually evaluates her practice and seeks views from parents. The childminder has met the recommendations from her previous inspection and has set clear targets for future improvements. As a result, children benefit from a high quality teaching and learning environment. She keeps up to date with statutory training and attends local authority training to enhance and develop her already good practice. Regular links with the local authority advisor and other childminders in the area further enhance her practice through the sharing of ideas and good practice. Consequently, the childminder shows capacity to improve.

The childminder establishes effective relationships with parents. Regular feedback keeps parents up to date about their child's progress and they have open access to their child's learning journals. Parents' written comments are highly positive. For example, parent's comment that their children have 'absolutely flourished', 'grown in confidence' and are 'thrilled' with the good start their children have had to their school life since. Children in the early years group do not currently attend any other early years settings, but the childminder is aware of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education when appropriate.

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	EY103927
Local authority	Durham
Inspection number	855677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	09/12/2008
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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