

Inspection date	11/10/2012
Previous inspection date	09/02/2009

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

- Children are cared for in a homely and nurturing environment where they quickly settle and feel secure.
- The childminder provides a range of stimulating toys and activities both in the home and at local groups and outings. Consequently, children are independent, active and inquisitive learners.
- Children's language development is given a high priority by the childminder. She is skilled in her interactions with them and as a result children become confident communicators.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children are able to move around freely in the lounge and garden areas of the home.

It is not yet outstanding because

- Partnerships with other providers of the Early Years Foundation Stage are in their infancy and as yet there are no robust methods to share information about children's learning and development.
- Strategies to accurately assess children's level of development are still being explored.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the main room and the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation folders, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Jacqueline Baker

Full Report

Information about the setting

The childminder has been registered since August 1992. She lives with her husband and two adult children in the Whickham area of Gateshead. The family home is on the local bus route and easily accessible by car. Amenities include schools, nursery and toddler groups. The living room is used for childminding purposes which is accessed via a number of stairs. There is a fully enclosed garden available for outside play.

There are currently 12 children on roll, two of whom are in the Early Years Foundation Stage age range. The childminder is also registered on the compulsory and voluntary

Childcare Register. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop further partnerships with other providers in order to clearly identify all children's learning and care needs and help them make progress
- explore and develop further methods to accurately assess children's development.

Inspection judgements

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

Children are welcomed into a warm and homely environment where they are well supported to make good progress with their learning and development. The childminder uses her good knowledge of the seven areas of learning to provide stimulating activities and resources that capture children's interest. For example, young children walk over a dance mat and are delighted as it plays tunes. The environment is well organised and allows children to become independent and active learners. Children's language development is fostered well by engaging conversations. The childminder demonstrates great skill as she listens carefully and models words and sentences. This means that children are confident at trying new words and sounds for themselves. For example, young children point to pictures when reading with the childminder and comments readily.

The childminder provides a good balance of child-initiated and adult-led activities. For example, a daily music session is enjoyed by young children. They become excited as they select instruments and join in with great enthusiasm by rattling and shaking castanets to the music. Children are beginning to learn songs and actions. This not only enhances their enjoyment of music and creative activities but also promotes their listening skills and coordination. The childminder is mindful of individual children's attention span and allows children to move on to other activities when they are ready. This demonstrates the childminder's good understanding of how children learn and appropriate expectations for their ages and stages of development. Children benefit from outside play where they can use the slide, ride in the pedal car or take part in imaginary games in the play house.

The childminder observes children and records her findings. Next steps are planned for to promote children's good progress. For example, by offering finger foods to young children to enhance their independence and self-help skills. However, further strategies to more

accurately assess children's development levels are yet to be implemented, for example, by referring to published documents, such as Development Matters, to confirm her conclusions. Discussions with parents helps to ensure that care and learning needs are consistent. Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with this childminder. Opportunities to extend children's experiences and learning are further enhanced by attending toddler groups and visits to the local area. This means that all seven areas of learning are successfully provided and children are making good progress. This is especially evident in their personal, social and emotional development.

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

Children enjoy a close relationship with the childminder who takes care to ensure she obtains information about children's routines, likes and dislikes. As a result children display high levels of confidence and self-esteem. For example, they move around the home freely selecting their own activities from a range of resources and respond enthusiastically to games of 'peek-a-boo'. The childminder offers frequent praise and eagerly responds to children's efforts. Activities are successfully extended by skilful intervention, questioning and suggestions. For example, young children are able to complete jigsaw puzzles with timely support; this enhances their sense of achievement and self-esteem.

Behaviour is very good because the childminder supports children sensitively in moments of stress. She uses distraction effectively with young children and offers gentle reminders when they do not share toys. Self-help skills are fostered well as the childminder encourages young children to feed themselves or fetch their shoes ready for an outing. Older children quickly adopt healthy routines such as hand washing and removing shoes inside the house. Even the youngest children learn how to keep themselves safe because the childminder organises the home appropriately and has routines in place to develop their understanding. For example, teaching children to use steps with care when leaving the lounge and being safely secured in a car seat before starting a journey.

The childminder's regular outings to collect others from school and to toddler groups help children to develop confidence and independence. This helps to prepare them for transitions in the future. Children remain with the childminder once they are at nursery or school and enjoy the familiarity and security that this continuity of care gives them.

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

The childminder has a good commitment to improving her service to families. She has embraced the self-evaluation process and has used this to both identify her achievements and areas of development. She acknowledges and responds to comments made by parents, for example their opinion of activities offered in her setting. The childminder has strong links with other local childminders and attends training when available. This helps to promote her own learning and ensures her practice is current. Children's educational

programmes are well planned with visits to the local toddler group providing contrasting activities to those available in the home. This ensures that all early learning goals are met. Methods to observe, assess and monitor children's progress are generally effective and identify children's next steps well.

The childminder has a good knowledge of local safeguarding procedures. She knows how to identify and report concerns that she may have about a child in her care. Robust risk assessments of her home and outings are in place and up-dated regularly. These together with a comprehensive range of policies mean that children are well protected.

The childminder has positive relationships with parents and shares information about children's activities and routines on a daily basis. However, partnerships with other providers of the Early Years Foundation Stage are less well developed and as yet there are no procedures in place to share information about children's assessments and how to support 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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	311640
Local authority	Gateshead
Inspection number	818910
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	09/02/2009
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 that are usually their 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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