

<b>Inspection date</b>	19/10/2012
Previous inspection date	19/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children's well-being and care is very well supported. They have very strong relationships with the childminder, therefore they feel safe and secure.
- The childminder is committed and dedicated to her role. She has a very good understanding of child development, as she has been a childminder for a number of years.
- Children's overall learning and progress is very well supported by an attentive childminder who plans interesting activities and outings.
- The childminder monitors and assesses children's progress very well through formative assessments, to ensure that she identifies and targets any gaps in their learning.

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

- The childminder is not yet aware of how to carry out the review of children's progress between the ages of 24 and 36 months, as she does not yet have the information and systems in place to enable her to do this.

## 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 children's activities indoors and chatted with them as they played.
- The inspector viewed the environment, toys and equipment and checked a sample of the childminder's documentation, including written information from parents.
- The inspector held discussions with the childminder throughout the inspection.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

The childminder was registered in 1996. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Crawcrook, Tyne and Wear and uses the whole of the ground floor and the upper part of the rear garden for childminding.

The childminder has completed basic training including first aid. She attends a toddler group, visits the local shops and park on a regular basis and she collects children from the local school.

There are currently three children on roll, one of whom is in the early years age group who attends on a full time basis, two children are school-age. She is open all year round except for family holidays.

### **What the setting needs to do to improve further**

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

- develop systems to show how a review of children's progress between the ages of 24 and 36 months will be carried out, to ensure that a summary can be shared with parents.

### **Inspection judgements**

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

The childminder uses the Early Years Foundation Stage very well in practice to help her plan for children's play and education and to help her track their progress. For example, she completes planning sheets for each day and links these to children's interests, fun things to do, activities that will help a child's development and different outings. She matches her planning to the seven areas of learning, to ensure that all the educational programmes are covered. This ensures that children receive a good, all round provision, which helps them to remain interested and engaged. Plans are flexible and used as a working tool so they change depending on different circumstances and to meet children's individual needs. She also tracks children's progress regularly by using 'Development Matters in the Early Years Foundation Stage.' This ensures that she knows where children are in their learning, and what she needs to work on to help children reach expected goals. However, as she is an experienced childminder and has a good knowledge of child development, she is well aware that all children develop at different rates, but is mindful of not allowing children to fall behind in their progress.

The childminder knows the children very well and what they enjoy; for example, she puts out toys that they like playing with ready for their arrival, such as small world figures, cars and trucks. There are also art, craft and drawing implements with big long rolls of paper for children to choose from, as well as a comfy story corner where favourite story and factual books are well laid out. This promotes children's language, literacy and imaginative skills very well. She is fully involved in children's play and learning; for example when they draw around their hands she compares her image to the child's and they talk about big and little. Children manage to do peg and inset jigsaws successfully and she helps them to fit the pieces correctly by themselves by using terms such as 'upside down, turn it around,'

which helps children to understand shape and space concepts. Young children can count competently and they recognise numbers out of context, which demonstrates their understanding of simple mathematics. The childminder reinforces this through everyday occurrences, such as by counting the stairs when they come down from the bathroom. She talks with children about volume, such as full and empty, when they play with water. They talk about the seasons when they are out and about, such as noticing the colours of the leaves as they change during the autumn. The childminder sits with children when they draw and she helps them to sound out the letters in their name by using easy phonics. They use pencils with good control; for example, as they draw circles they say 'round and round' and the childminder encourages them to demonstrate how they do 'up and down.' Therefore, children are very well supported in their overall learning.

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

Children play in a very warm, welcoming, well-maintained, clean and comfortable home, where they are obviously very happy and settled as they have attended since babyhood. They know where things are, which aids their independence very well. For example, when they need a drink they go and get their cup and automatically sit up at the table. When they are finished drinking they lift up their cup making gestures to the childminder, she tells them to put this in the kitchen sink, which they do happily; therefore, they know the routine and feel very comfortable and secure. Children know where to find tissues and blow their noses by themselves, they also know to put their tissue in their pocket or the bin, which shows that they are very self-assured and independent.

The childminder knows the children very well and she has lovely relationships with them; for example, when children indicate that they want to sit on her knee she picks them up and gives warm, natural kisses and cuddles. Children approach her excitedly shouting their name, when they hear their voice on the video phone. They lean over onto the childminder's knee to see themselves and they look at the pictures together talking about what they were doing and where they have been. This supports children's emotional needs and well-being very well. Children successfully find the correct image to match up to words on a technology toy, they clap as they are very pleased with themselves. The childminder joins in enthusiastically, by clapping along and giving positive praise, which promotes children's self-esteem very well. Their behaviour is good and the childminder uses gentle reminders, such as why they should not drop or stand on toys, which teaches them to be respectful and take ownership of their things.

The childminder treats children as part of the family so they do regular family outings, such as trips to the supermarket where children choose the vegetables and fruit. Children get plenty of fresh air and exercise to further promote their physical skills as they go out every day; for example, they sit on and manoeuvre small bikes when they go for walks to the fields to see the horses and sheep or when they visit the park.

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

The childminder is very experienced and dedicated to the children that she cares for and she loves her role. She understands her responsibilities in delivering the requirements of the Early Years Foundation Stage so that children's all round learning and welfare needs are well met. Although she regularly carries out formative assessments on children's progress, she is not yet fully aware of how to carry out the two year progress check on children as she does not yet have systems in place to carry this out. This means she will not be able to share a summary with parents.

The childminder knows what to do and who to contact if she has concerns about a child's welfare and keeps her home safe. As children play in a homely environment she allows them some autonomy and reminds them of simple rules that they follow; for example, although the living room fire is not used she uses gentle reminders and words such as 'hot' so they begin to understand what they should not touch. She identifies her strengths and weaknesses by evaluating activities and outings and thinks about plans for the next day, based around what has happened that day. She is therefore aware of what children have enjoyed and what they do not like, as she reflects on each day regarding what went well and what she might change. She has successfully met the actions and recommendations from the last inspection, which has improved the care, education and well-being of children. She feels that if children are happy and interested and their well-being is supported then they will learn; however, if she has concerns about areas of children's development then she monitors and carries out specific activities to target these areas to help children make progress and she discusses this with parents on a regular basis.

The childminder treats all children as individuals, meets their needs very well and embraces other languages that children speak. She does not stereotype her toys and children have free choice about what they want to do; for example, boys will play with their favourite trucks and cars but will also dress up in traditional 'girls' costumes and use buggies and dolls during imaginary play. She has looked after teenagers since they were babies, which shows that parents are pleased with the care that their children receive. Positive letters include comments such as, 'she is more than a childminder she is a life saver, she is flexible and we would not know what to do without her' and 'I am very happy with the level of care and attention shown to my children.' Parents chat for lengthy periods when collecting their children, which includes exchanging information on their care as well as their development and learning, therefore effectively sharing what they know in two-way conversations. If she feels children may require extra support she speaks to parents and they decide on strategies together. Currently there are no early years children who attend other settings, but she is aware of the need to exchange relevant information to promote consistency and continuity in children's care and 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	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

311763

<b>Local authority</b>	Gateshead
<b>Inspection number</b>	818914
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/10/2009
<b>Telephone number</b>	

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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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