

Inspection date

16/10/2012

Previous inspection date

05/12/2008

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 happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- The child minder has a good awareness of how young children learn and makes the most of opportunities to promote learning through play, discussions and musical activities.
- Children's language development is given a very high priority. The childminder is confident in extending children's vocabulary and they enjoy favourite books together. As a result vocabulary is in line with the development milestones for their ages and stages of development. Children are skilled and confident communicators.
- The childminder has good understanding of how to promote the health and safety of children in her care. She has assessed the risks to her premises well and has minimised these so children are able to use all areas safely.
- Relationships with parents are good. Daily discussions and text messages keep parents and the childminder informed about the child's day.

It is not yet outstanding because

- The childminder does not assess each child's progress in all seven areas of learning in relation to their age and stages of development and use this information to plan the next steps of learning for each child.

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 downstairs room, the conservatory and viewed the facilities in the large, safe and enclosed outdoor play garden.
- The inspector spoke with the childminder and the child at appropriate times throughout the observations.
- The inspector looked at children's assessment records and all documentation including policies and procedures, training attended and children's records.

Inspector

Angela Andrews

Full Report

Information about the setting

The childminder was registered in 1995. She lives with her husband and two adult sons, in Whickham, near Gateshead. Her home is close to all facilities, including local schools and nurseries. The whole of the ground floor is used for childminding and there is a fully enclosed back garden for outdoor play. The family has a pet dog.

The childminder is on the Early Years Register and the voluntary and compulsory parts of

the Childcare Register. Currently there are three children in the early years age group on the roll. The childminder takes children to and collects them from local nurseries and attends local toddler and childminder groups. The three children attend for a variety of sessions. The childminder works every afternoon and currently on a Thursday and Friday morning. There was only one child in attendance during the inspection.

What the setting needs to do to improve further

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

- assess each child's progress in all seven areas of learning in relation to their age and stages of development and use this information to plan the next steps of learning for each child.

Inspection judgements

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

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by the childminder who has a good understanding of how to engage and capture children's interests and she fully recognises that children learn through play. Teaching is strong and the childminder skilfully intervenes and extends children's learning during child selected activities.

Children's early writing skills are developing well. They enjoy writing letters to give to the childminder. Language development and early reading skills are given a high priority and there is a big emphasis on books including poetry books. There are lots of opportunities for children to talk about and read favourite books. They enjoy using books and know how to handle them well, for example they know that print carries meaning and follow it from left to right on a the page.

Children experiment with language and sound and follow instructions competently. They are encouraged to count at every opportunity during play activities and routines. Children sing counting and number songs and sing throughout the day, for example 'one, two buckle my shoe'. They have access to a wide range of activities and the childminder supports child-initiated activities skilfully particularly during role play and when supporting floor jigsaws and matching games. The childminder uses both child-initiated and adult-led activities to question and challenge children's thinking for example, when completing a puzzle she encourages children to match people to the correct occupation that they were

dressed for.

Interaction between the childminder and children is extremely strong. Children approach the childminder confidently throughout the day and enjoy cuddles for reassurance. Children enjoy regular outings to places of interest, parks and soft play. This promotes their physical and social development.

The childminder completes starting point assessments of children and uses continuous assessments to share children's learning with parents. Partnerships with parents are highly effective in promoting positive outcomes for children. The childminder keeps parents and carers informed as to what children have been doing through daily discussions and text messages.

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

Children feel very secure with the childminder who takes care to ensure she obtains information from parents about likes, dislikes, needs and children's routines. Most children have started with her as babies and her knowledge of them is very clear. Excellent relationships exist between the children and the childminder. The children receive her complete attention which helps them to feel very special, happy and well supported. They enjoy cuddles and close contact when reading a story together and enjoy the childminder joining in during role play and imaginative play activities. The childminder encourages imaginative discussions during role play for example, when playing dolls with children they pretend that the dolls are ill. This is enjoyed greatly by children and extends their imagination.

Behaviour is very good and children develop good self-care skills. Children take responsibility for putting toys away and generally clearing up after themselves. They are encouraged to develop healthy lifestyles with a focus on healthy meals, snacks and on outdoor activities. They play in the garden and go on regular trips in the local community.

The childminder's regular trips to toddlers and nursery help children to develop confidence away from the main care setting. This prepares children for the next big step in their life such as starting at the local nursery or school. The childminder talks to them regularly about school and points it out to the children when passing in the car.

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

The childminder sets high aspirations for quality. Her capacity to improve is exemplified in the way she has addressed recommendations at the last inspection. The childminders documentation is more organised and readily available and she now has an up to date paediatric first aid certificate. She reflects on her practice and plans future training with

the help of a childminding group to keep her practice informed.

There are sound systems in place to observe, assess and monitor each child's progress in assessment records. The childminder has a good understanding of each child, however she does not fully assess each child's progress in all seven areas of learning in relation to their age and stage of development and she does not use this information to plan the next steps of learning for each child.

Arrangements for safeguarding children within the provision are exemplary. Thorough daily risk assessments minimise risk in the childminders well organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. The childminder has clear child protection procedures in place, and the childminder is confident about the procedures to follow in the event of a concern.

Strong partnership working with children's parents and families as well as appropriate professionals enables parents to play a full role in their child's learning. Parents views are sought informally. Contracts are used to set out clearly the expectations of both parties. Daily discussions and text messages keep parents fully informed of their children's learning and experiences.

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	311638
Local authority	Gateshead
Inspection number	818909
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 0
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	05/12/2008
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 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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