

Inspection date

11/10/2012

Previous inspection date

18/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy their time with the childminder as she supports them in their learning and development through play.
- The childminder provides accessible resources in a safe and homely environment meaning children can play confidently with toys and play equipment chosen by themselves.
- The children's well-being is fostered because the childminder demonstrates good interaction, role modelling and provides clear and consistent boundaries to manage and promote positive behaviour.
- Parents and carers comment on how friendly and warm the provision is meaning they can leave their children happily knowing they are safe and secure.

It is not yet good because

- Records of assessment are not available for all children and are not in the three prime areas or four specific areas of learning and development.
- Children's files show anecdotal photographs and possible next steps but these are not dated there is no planning in place to support children's progress.

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 the children and activities in the two main rooms and the conservatory.
- The inspector discussed the provision with the childminder whilst she played and interacted with the children
- The inspector met with a parent to discuss her views of the setting and looked at parental feedback questionnaires.
- The inspector looked at a wide variety of documentation including policies, procedures and children's files
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Janice Caryl

Full Report

Information about the setting

The childminder has been registered since 1993. She lives with her husband in Blyth, Northumberland. Her home is close to shops and she is able to take and pick up children

from local schools and nurseries.

Two rooms and the conservatory are used for children's play and children use the first floor bathroom. There is a secure garden which is used for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, three of whom are in the early years range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child
- plan activities and opportunities for children using their next steps as a guide to what children need in order for them to make progress in their learning and development
- monitor children's progress to ensure that all needs are being met and that any gaps in progress are identified

Inspection judgements

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

The childminder has a wide variety of accessible resources available for the children to play with appropriate to their age and stage of development. She supports communication and language at all times and includes the children in conversations, asks questions, checks understanding and repeats children's sentences to re-inforce language and vocabulary. For example 'It's stuck' and 'There we go'. The childminder supports personal, social and emotional development as she consistently offers support to help children develop confidence and encourages the children to play well together. She offers activities to support physical development, for example push along toys for children taking first steps and bikes for older children. Hand washing and potty training are also encouraged but assessment on children's progress in these three prime areas and in the specific areas is not monitored and it not clear whether children are working in the appropriate age bands for their age and stage of development.

The childminder has begun to complete a two year old progress check and photographs are available in children's files with statements saying what the next step is to support children's learning and development but there is no planning in place to implement the next steps and the childminder still has yet to develop an understanding of the seven areas of learning and development. This means that children's interests and individual needs may be missed.

Children show confidence whilst in the setting using the floor space available to explore and engage in activities. The childminder supports their play and development by helping them access appropriate resources. For example, she gets the push along walker out for one child learning to walk. The childminder is not fully aware however of the characteristics of effective learning which would support children in their play.

The childminder has developed good strong relationships with parents and carers but information about the child's stage of development on entry is not collected and starting points are not identified meaning children's progress is not easily monitored.

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

The childminder has formed strong attachments with the children who are extremely comfortable in her presence. The children's confidence grows around the inspector as the morning progresses due to the encouragement and support of the childminder. Children are able to explore independently and even though there are small steps for them to negotiate, they do this with increasing skill.

The childminder is aware of all the children's care needs, for example one child is getting sleepy but the childminder says, 'You didn't have much breakfast so let's have snack first'. She gives cuddles and attention to the children appropriately making children feel special and valued. Children are able to sleep where they feel most comfortable and safe. Children are aware of their routines and know what to expect at sleep time, snack time and tidy up time.

Independence is fostered well as one child puts on their own boots ready to go outside. The childminder praises the child whilst gently explaining that the boots would probably feel more comfortable on the correct feet. Children are encouraged to tidy their toys away and wash hands before meals and after the toilet or nappy changing. The childminder encourages positive behaviour for all the children and is clear and consistent in her messages. For example, she tells one child, 'No, don't grab, that will hurt' and 'Be careful not to run the bike over fingers'.

The childminder has high expectations of the children, encouraging them to try harder. For example, she says, 'Yes you can dance. Try'. She works well with parents/carers with one parent telling the inspector that she is happy because the setting is warm and friendly and she knows her child is doing well and is content. The childminder and parent are working together with potty training and the parent has seen her child's progress file.

The secure garden and outside play area contains a grassy area for children to run and play, and includes toys and equipment such as bikes and trikes and a secure trampoline enabling children to develop their physical skills. The childminder ensures children are safe and secure within her home which is very clean and free from clutter. Safety measures are in place, for example safety gates, visitor's books, accident and medication documents. There are a wide variety of policies and procedures including safeguarding, safety on outings policy and fire and rescue. The childminder completes risk assessments and does a daily checklist for outside as well as indoors.

Healthy eating is promoted by the use of a healthy eating plan, posters and certificates to give to children. Children bring packed lunches but the childminder will prepare food if it is the parents wish.

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

The childminder has shown a commitment by obtaining a level 3 qualification since her last inspection and is attends evening training when possible provided by the local authority. She works in partnership with other childminders who support each other when necessary.

The childminder knows and understands how to keep children safe and well cared for but has yet to become familiar with documentation and paperwork regarding the learning and development requirements within the revised Early Years Foundation Stage.

Children's progress files are evident with next steps identified but planning to support children's interests and stages of development are not yet in place and children's learning and development is not monitored resulting in potential gaps in children's learning.

The childminder is committed to improve her practice and provision and has completed a self-evaluation form and has received feedback questionnaires from parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	402995
Local authority	Northumberland
Inspection number	819268

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18/12/2008
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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