

Inspection date

25/10/2012

Previous inspection date

09/03/2009

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 2

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's well-being and care is very well supported. They have built up strong relationships with the childminder as she is very competent in her approach, therefore children feel safe and secure.
- The childminder is committed to her role and the children that she cares for. She is a long standing practitioner who has a suitable knowledge of child development.
- The childminder supports children's learning and enjoyment well, through games and activities that they independently choose.

It is not yet good because

- The childminder does not have a sufficient knowledge of the revised learning and development requirements within the Early Years Foundation Stage framework. This means that the observation, assessment and planning cycle is not sufficiently implemented to help children make the best possible progress.
- The childminder is not aware of how to carry out the progress check for children aged between 24 and 36 months.
- The childminder does not identify her strengths and areas for development as effective self-evaluation process are not in place. This makes it difficult for her to target improvement to benefit the children's care, learning and development.

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 play area and spoke to children.
- The inspector looked at the childminders documentation, including written observations on children and the childminder's policies and recorded information.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 1992. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter in a house in Gateshead, Tyne and Wear and uses the whole of the ground floor for childminding.

The childminder has completed basic training including first aid. She attends local toddler groups and visits the local shops and park on a regular basis. There is currently one child on roll who is in the early years age group who attends on a part-time basis.

What the setting needs to do to improve further

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

- develop knowledge and understanding of how to implement the learning and development requirements fully by; linking plans to the specific educational programmes that cover the seven areas of learning, to ensure that there are clear learning intentions during adult-led activities based on the individual needs and interests of the children
- devise systems to ensure that a clear process is in place to show how a review of children's progress in the prime areas of learning at age 24 to 36 months will be carried out and a summary shared with parents.

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

- consider using 'Development Matters in the Early Years Foundation Stage' to assess children's progress, so that information from the observations carried out can be matched to this criteria, to ensure that there are no gaps in children's learning
- develop rigorous and effective systems for self-evaluation that reflect the strengths and priorities for improvement within the setting.

Inspection judgements

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

The childminder has a sound understanding of what children are good at and she is aware of what they like to do. For example, she knows that pre-school children are very independent as they can put on their own socks and shoes and feed themselves. She also knows that they are good at mathematics, as they can count up to 10 and sort simple shapes. She is aware that their physical development is good as they can run, jump and climb and she knows that the next steps in helping children move on will be to practise hopping and skipping. The childminder writes down a few observations about what children do and what she will plan to do for their next steps. However, she does not make the connections from her observations or track children's progress sufficiently against criteria available; for example, by using 'Development Matters in the Early Years Foundation Stage.' Therefore, she does not fully assess children's progress throughout the seven areas of learning to ensure that there are no gaps in their learning.

The childminder talks competently about what children enjoy doing, such as gluing and

sticking and how they recently enjoyed making a pumpkin picture from collage materials. They like to visit the park, play matching games and complete different jigsaws. The childminder plans flexibly around the child's routine by allowing them free choices in child-initiated play and ensures that she does at least one adult-led activity a day. However, although the activities she chooses are interesting for the children, such as baking, planting strawberries in the summer and collecting leaves in the autumn, she is not aware of how to link her plans to a specific educational programme or particular learning intention. Therefore, this does not help her to plan challenging experiences for each child, based on their interests.

The childminder supports children well in their self-chosen activities so that they make suitable progress; for example, she helps them to sort, name colours and count when they successfully manage to put objects into specific colour groups for a game. Children also match jigsaws as they find a number on one piece and a corresponding picture on the other and fit them together correctly with the childminders help. When children count randomly and quickly using their fingers but in no order, the childminder helps them to count in context and encourages them to slow down so that they count and fit the pieces together correctly. This supports their mathematical learning and concentration skills well. Children enjoy playing the healthy food lotto game with the childminder, where they successfully match up healthy food images from individual cards to their board and feed the 'gorilla' all the 'junk' food. The childminder encourages children to do this correctly and they talk together about what they see, which promotes children's language and thinking skills well.

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

The childminder is highly enthusiastic as she sings spontaneously and gives children lots of praise and encouragement, which means that children are settled, happy and eagerly choose what they want to do. Children relate well to the childminder and they have good relationships with her, which is due to her competent approach. She joins in with their games and supports them in their learning well. For example, children get excited when they use pop up interactive games and learn to take turns successfully. They are confident to ask for different, specific toys and games from the cupboard, which shows that they are very self-assured in the environment. Many toys are easily accessible so that children make independent choices from what is available.

Children's behaviour is good and the childminder reminds children to say 'please' and 'thank you' during everyday conversations when they ask for things, which teaches children good manners. Children are very independent as they use the bathroom and wash their hands by themselves, demonstrating a good understanding of their own care needs. The childminder provides healthy snacks and plenty of drinks that are readily available throughout the session, which ensures children are well nourished and hydrated. The childminder also teaches children how to stay safe. For example, when they want to take their shoes off she reminds them that they will need to take their socks off as well, so that they do not slip on the wooden floor.

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

The childminder does not yet have copies of the revised Early Years Foundation Stage framework, therefore she is not yet aware of how to implement the new learning and development requirements fully. She is also not aware of how to carry out the progress check at age two. However, she is an experienced childminder and has a suitable understanding and knowledge of child development. She has attended a briefing session via the local authority and she has revised some of her policies and procedures to ensure her provision meets the new welfare requirements; such as by implementing a camera mobile phone policy. Children are effectively safeguarded. The childminder has met the safety requirements from the last inspection, which means her home is now secure and she has a documented risk assessment for outings. If she is worried about a child's care or welfare, she would not hesitate to refer or seek advice if she has concerns. She has all the relevant documents and local authority contact numbers needed.

The childminder has friendly, long standing relationships with parents and they often stay for a cup of tea upon collection of their children, so that they can chat about their child's care, learning and development. Many older children, whom she has cared for over the years, call back to see the childminder once they have left the provision, which shows that she is well liked. She is aware of the steps to take if she is concerned about a child's development and would work in partnership with parents to seek any external help needed. The childminder is not so secure in identifying what she does well and what she might improve, as she does not carry out self-evaluation; however, she feels she is good at loving the children as she is very caring and wants them to be happy in her care, she is also open and honest with parents. None of the children cared for currently attend other early years settings but she is aware of how to work in partnership with staff to provide continuity and coherence for children. The childminder provides a fully inclusive environment. Children can play with what they choose and she has some equipment that reflects differences to help children learn that everyone is not the same.

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	311770
Local authority	Gateshead
Inspection number	818915
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	09/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

