

Inspection date	07/11/2012
Previous inspection date	26/01/2011

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

- The childminder is warm and affectionate towards children and as a result, they are happy and secure in her care.
- Children are skilled and confident communicators. They confidently express themselves and show good levels of independence, curiosity and imagination.
- The childminder has a developing knowledge and understanding of the Early Years Foundation Stage. She interacts well with the children and provides a good range of opportunities to promote children's learning through play, discussions and planned activities.
- The childminder has a secure understanding of how to promote children's good health and support their wellbeing. Her home is well maintained, clean and potential hazards have been minimised to allow children to move around safely and freely.

It is not yet outstanding because

- Systems for identifying the next steps in babies and young children's progress are not always accurately matched to children's individual needs to ensure that planning is age and developmentally appropriate.
- There is scope to improve procedures for self-evaluation to ensure that it is up to date and identifies clear areas for 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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journeys, a selection of policies and children's records.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 1992. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and adult son in a house in Jarrow, South Tyneside and uses the whole of the ground floor, the first floor bathroom and the rear garden for childminding.

The childminder has completed first aid and child protection training. She visits the local toddler groups and the park on a regular basis. She collects children from the local schools and nursery. There are currently five children on roll, four are in the early years age group who attend for a variety of sessions and one is a school-age child who attends before and after school. The childminder is open all year round from 7.30am to 6.30pm Monday to Friday 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:

- consolidate existing systems for observing children's learning to ensure that they are used effectively to identify next steps which are appropriate to the age and stage of development of the child
- build on systems for self-evaluation, ensuring it is up to date and takes into account the views of parents in order to drive future improvement.

Inspection judgements

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

The childminder has a developing knowledge of the revised Statutory Framework for the Early Years Foundation Stage, including the assessments for two-year-olds. She provides children with a good variety of well-deployed resources and organises space effectively within her home to encourage children to become independent. The childminder has clear systems in place to monitor and track children's progress, however, as she has only recently returned to childminding, these are very much in their infancy. Nevertheless, each child has an individual diary with photographs and observations of their progress which are linked to the areas of learning. However, although next steps in children's progress have been identified. These are not always appropriate to the children's age or stage of development, particularly in babies. This makes it difficult to see how planning is based on the children's individual needs and learning. Parents are kept up to date about their child's learning and development as the childminder shares daily diaries and observation records with them. This helps to involve parents in their child's progress towards the early learning goals.

The childminder provides children with a good range of activities indoors and out, which helps children to make good progress across all seven areas of learning. This is combined with effective interaction from the childminder to further support their learning. For

example, fully engaged in their play, she sits on the floor and joins in with their imaginative play as they make cups of tea and pretend to be doctors. Children learn new words as the childminder explains to them what a stethoscope is and how it is used. Constant singing, chatting and asking questions further supports children's language development, for example, as they read books, she encourages them to think about what happens next or why the ladybird might have a 'tickly nose'. As a result, children are articulate and are clearly developing an inquisitive nature. Children show that they are confident in the childminder's care, as they go off in search of their favourite stories and independently 'read' to themselves, counting out loud the number of butterflies in the story. Such activities receive recognition and praise from the childminder who encourages them to give 'themselves a clap', which they proudly do. This promotes children's self-esteem and feelings of self-worth. The childminder is very warm and affectionate with children, babies look to her for reassurance on waking and she gives them lots of cuddles. As a result, they are developing close and secure relationships with her. Babies move around space confidently, using furniture to pull themselves up and remain engrossed for extended periods of time taking objects in and out of the toy box. This helps to develop their physical skills. They show an interest in musical instruments, banging and shaking rattles and are clearly pleased with their efforts as they copy the childminder clapping.

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

Children's emotional needs are met well as the childminder has a warm and affectionate approach to their care. Settling-in arrangements help the childminder to get to know the children and find out about their individual needs as she welcomes the children and their families into her home to spend time getting to know them. As a result, all children are comfortable and secure in her care.

Children's health is promoted well as the childminder maintains a clean environment. Good hygiene procedures such as having individual cups for the children and regularly washing toys helps to reduce the risk of cross-infection. The childminder understands the importance of providing children with healthy and balanced meals, and tries to encourage all children to eat healthy snacks. Children enjoy regular opportunities to be physical through outdoor play, such as playing in the garden on ride on toys or going for walks to the park. They are beginning to develop skills ready for the transition to school. For example, they socialise with other children at toddler groups and the childminder encourages them to share and be kind to each other. Children behave well in the childminder's care and show care and concern for one another, for example, older children sit and 'read' to babies while the childminder makes lunch. Children have good opportunities to learn about keeping safe, for example, they practise fire drills and learn about road safety.

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

The childminder has a clear understanding and knowledge of her responsibility to safeguard children. She is aware of what to do if there are concerns about a child's welfare this is supported by a clear written policy. All of the documentation required to effectively manage her setting and support children's individual needs is in place and relevant contact details are stored effectively for easy access. This allows the childminder or her emergency back-up childminder to be able to quickly gather all required information about children should there ever be an emergency. The childminder uses risk assessments and regular checks to create and maintain safe environments for children. She makes sure that children do not have access to hazardous substances, and that equipment, such as smoke detectors, cupboard locks and fire guards are in place to further safeguard children.

The childminder has a developing understanding of the revised Early Years Foundation Stage framework and is confident about her ability to improve this with more experience. She works closely with her local early years advisor to help to develop her practice and is aware of her areas for development. This includes doing more training on the revised Early Years Foundation Stage and a National Vocational Qualification level 3. She has addressed all of the recommendations and actions raised at the previous inspection. However, her systems for evaluating her setting are not up to date, this means it is not clear to see how she will implement the areas identified for development.

Effective procedures are in place to work with parents and other providers of the Early Years Foundation Stage. The childminder provides parents with copies of all of her policies and procedures at the start, this helps to keep them informed about the service she provides. The childminder talks regularly with other providers about children's individual learning. This is complemented with taking examples of children's work into nursery and completing 'wow' moment stickers to share with nursery. This helps to ensure consistency of care for children who attend more than one setting.

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
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		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	312421
Local authority	South Tyneside
Inspection number	818949
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
Name of provider	

Date of previous inspection	26/01/2011
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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