

Inspection date

06/11/2012

Previous inspection date

31/10/2008

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 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 positively promoted. They have strong relationships with the childminder and feel very comfortable around her and in her home; demonstrating that they feel safe and secure.
- The childminder is dedicated to her role and clearly loves working with children. She is an experienced, long standing practitioner who has a suitable knowledge and understanding of child development.
- Children are happy and settled and enjoy their play. The childminder ensures that children have easy access to books, which they enjoy looking at with the childminder. This supports children's literacy skills well.

It is not yet good because

- The childminder does not yet have a secure understanding of the changes to the learning and development requirements to help her plan effectively for children's play.
- The childminder does not have secure processes in place to help her carry out the progress check on children at age 24 to 36 months.
- Observations on children are not used sufficiently well to help the childminder gain a clear picture of children's individual learning and development that will help her effectively track their progress and plan to help them learn new skills.
- The childminder does not continuously carry out self-evaluation or reflective practice. This makes it difficult to establish how changes are made to improve the provision.

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 spoke to children and observed play and learning activities inside the home.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector viewed a sample of documentation including; children's observation files, written policies, procedures and risk assessments.

Inspector

Shirley Peart

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 in a house in Sunnyside, Newcastle upon Tyne. It is situated in a pedestrianized area with a number of stone steps down to the street. She uses the whole of the ground floor and the rear yard for childminding.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She attends regular toddler groups and childminding groups in the area and collects children from the local school and nursery. There is a dog on the premises.

There are currently four children on roll. Three of whom are in the early years age group who attend for a variety of sessions and one is school-age, who attends before and after school.

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 the educational programmes with a particular focus on how to use the prime and specific areas of learning in relation to children's age and stage of development, so that children's play can be planned around their individual learning needs and interests
- develop processes for reviewing children's progress in the prime areas of learning at age 24 to 36 months that will include a summary that is shared with parents.

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

- consider using guidance, such as '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 and there is a clear focus on what children need to learn next
- develop the processes for self-evaluation and self-reflection, so that priorities are identified to show how any changes and improvements in practice will enhance children's achievements over time.

Inspection judgements

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

The childminder supports children fairly well in their learning as they sit comfortably on the settee looking at books together. For example, when children notice and point to pictures, which they state are 'frogs,' she corrects them and explains that they are 'lizards.' Children attempt to repeat the new words they learn and they are supported

sufficiently with their developing language skills. The childminder also asks children questions, such as 'what do you think we can see on this page?', which helps children to think and respond successfully. She also supports children's understanding of simple mathematics as she helps them to correctly count the images they see in the pictures. Older pre-school children draw on the chalk board competently and ask the childminder to write their names; demonstrating that they are beginning to understand that words carry meaning. Younger pre-school children happily press buttons on the musical house and manage to turn the songs and sounds on by themselves. As children sing along to the songs, the childminder joins in to support them.

The childminder is aware of what children enjoy doing, what they can do and where they may need more help. She has a general idea of where they are in their stage of development. However, the childminder has not yet developed this further by linking this knowledge to planning activities that will help children to further develop particular skills. Planning is mainly based on routines, such as attendance at daily toddler groups, rather than focusing on children's particular interests or learning needs. Some of children's interests are followed, for example, when the children ask for the dressing up clothes, they dress up as a post man and pretend to give out letters from the bag. The childminder then builds on this by giving them some paper and a pen so that they can make marks and draw across the page as they pretend to write their letters. They happily fold up their papers and put them in their post bag then give them out to adults and other children. However, these opportunities for extending learning are limited because the childminder is not secure in her knowledge of how to plan ahead to support and extend children's play. The childminder records some observations on what the children do and links them to a specific area of learning by using stickers; however, she does not use the current documentation, for example Development Matters in the Early Years Foundation Stage, to help her track their progress throughout the prime and specific areas of learning. Therefore, she does not have a precise view of which development band they are in or where in particular she needs to target support, to ensure that the children continue to make progress.

Children enjoy their time with the childminder. She shows a genuine interest in them and what they are doing; for example, when children try to explain what they are making she repeats what they say to reinforce their successful use of language. When younger children play alone, she regularly checks on them to ensure that they are happy by asking them if they are 'ok.' Older pre-school children chat with the childminder excitedly about everyday things, as they clearly want to join in with conversations.

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

Children play in a welcoming, homely environment, which is very clean and well maintained. Some resources and toys are easily accessible and there is sufficient space for children to play on the floor or sit comfortably on the settee to look at books. The childminder promotes children's good health and self-care as they get plenty of fresh air and exercise and are supervised in the toilet when washing their hands. They regularly

walk to some of the toddler groups, play outside in the yard, go on picnics and outings in the summer months, collect leaves in the autumn and get wrapped up so they can play in the snow in the winter.

The childminder ensures that children are safe. Reins are used with younger children to keep them safe and the childminder has appropriate car seats and car insurance to help protect children when on outings. She is vigilant with regards to children's safety indoors; for example, reminding them to be careful when playing around the family pet dog or when they go to stand on chairs. Children help themselves to their drinks from their own cups, which are readily available, and they have healthy snacks of such things as bananas. Older pre-school children chat confidently, talk about their family, climb up on the childminder's knee and throw their arms around her neck and snuggle in. This demonstrates that they have lovely, warm and natural relationships with her. They lie back comfortably on the settee with a book they have chosen for themselves; showing they feel very much at home. They spontaneously sing familiar songs, throw the ball to the dog and state 'good boy' as the dog retrieves it. This shows that children are very self-assured and confident within being in the childminder's home. Children's behaviour is good and the childminder offers positive praise and acknowledges their achievements to build their self-esteem, such as making them feel proud of the tall tower of bricks they have built.

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

The childminder is dedicated to the children she looks after, has many years experience and clearly enjoys her role. She has a suitable understanding and knowledge of child development and understands how children can learn through play. However, she has not yet fully implemented the learning and development requirements of the revised Early Years Foundation Stage framework, and is not yet familiar with how to carry out the required progress check for children aged two. Although, children's learning and progress is observed, this is not yet fully effective in focusing on the prime and specific areas of learning to ensure that children develop a secure foundation for their future learning.

All documentation meets requirements, is easily accessible and well-organised to support her practice. The childminder has addressed the action and most of the recommendations made at the last inspection and this has led to improvements in the service she offers. Some self-evaluation is carried out, although, this is not regular or sufficiently robust to help her review her practice and make plans for future improvements. The childminder has a clear understanding of safeguarding children. Although her child protection training was a few years ago, she has a clear policy, contact details for the relevant authorities and knows what to do if she has concerns over a child's welfare. She would not hesitate to seek advice or make a referral. The childminder has longstanding relationships with

parents. Most of the children have been attending since they were babies, and the childminder also often looks after younger siblings. This indicates that parents are happy with the service provided. When she can, the childminder exchanges information on children's learning and development and regularly gives parents feedback on their child's care and well-being. She helps to settle children into new settings, such as nursery, as she stays with them during transition periods and ensures that she exchanges relevant information with teachers. This helps to provide consistency and continuity for children. She has not looked after children with special educational needs and/or disabilities but is aware to gain sufficient information from parents or other professionals so that she can provide appropriate care when necessary.

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	311625
Local authority	Gateshead
Inspection number	818907
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	31/10/2008
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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