

<b>Inspection date</b>	05/12/2012
Previous inspection date	09/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are welcomed into clean and well-kept premises where they have ample space to play.
- Children are happy, confident and settled and have developed secure relationships with the childminder and her family.
- The childminder has a sound understanding of how to promote the health and safety of children in her care. Written risk assessments and visual checks are completed, which enables children to use all of the downstairs and the garden in their play.

#### **It is not yet good because**

- The childminder is not yet secure in her knowledge across all seven areas of learning and this impacts on the progress children make.
- The childminder does not provide parents with sufficient information about their child's learning and development, to enable this to continue at home.
- Self-evaluation is not yet rigorous enough and does not take account of the views of parents and children, in order to accurately evaluate the quality and impact of the provision in supporting children's 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 room.
- The inspector spoke with the childminder at appropriate times throughout the visit and observed practice with children.
- The inspector looked at children's 'learning journeys' and a selection of documents and children's records.

## Inspector

Jacqui West

## Full Report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with two adult children in a house in Hebburn, Tyne and Wear. The whole of the ground floor, the rear garden and first floor bathroom are used for childminding. The family has a dog and tortoise as pets.

The childminder visits the local playgroup, shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, of these three are in the early years age group. She is open each week day from 7am to 6pm for 48 weeks of the year.

### **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 learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play in order to provide challenging experiences for all children.

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

- develop self-evaluation to take account of the views of parents and children, to clearly identify the improvements for the future, and to support long term achievements and outcomes for children
- develop further the relationships with parents to fully involve them in their children's learning and development in the provision, enabling them to fully support children's learning at home.

### **Inspection judgements**

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

The childminder demonstrates a basic knowledge of the Early Years Foundation Stage and the seven areas of learning. She has satisfactory systems in place to assess children's starting points and these are used to support a smooth transition. The childminder provides the children with a range of activities based on their interests, for example, physical play activities. The childminder plans a range of outings to support their interests, such as regular visits to the local parks. Therefore, children are happy and make steady progress relative to their starting points. The childminder demonstrates a sufficient knowledge of how children learn and develop and she provides suitable activities and ongoing support. However, she does not yet have a secure enough knowledge of the Early Years Foundation Stage learning and development requirements to enable her to effectively assess children's learning. Therefore, activities are not consistently planned with a focus on how they challenge individual children's learning, in order that they make better than satisfactory progress. A diary captures some basic assessments of children's learning, linked to the development bands.

Children's personal, social and emotional development is fostered well. Children have regular opportunities to socialise with others as they attend toddler groups and enjoy trips in the local community. Children are settled and enjoy the interaction from the childminder, and this develops their self-esteem and confidence. Children demonstrate a sense of belonging and they confidently approach the childminder and other family members. Children's language skills are developing well, as the childminder offers verbal encouragement and engages in ongoing discussions. They enjoy playing with the wooden blocks, cars and garage and talk confidently about the colours and shapes of them. They talk about a tower and how it is 'big' and 'small'. This demonstrates their ability to use everyday language to talk about size and use mathematical language in their play. The childminder provides a suitable range of resources to enable children to be creative, such as paint, play dough and pens. The childminder provides the children with sound opportunities to discover the natural world as they visit places of interest, such as, the farm and local museums. Children develop their skills for the future as they access a suitable range of resources, such as programmable toys and interactive games.

Daily discussions suitably involve parents in their child's learning and enable some learning to continue at home through discussion of activities they have taken part in and enjoyed. However, this system does not extend to sharing specific information with parents about how they can support their children's learning and development at home, in order to fully enhance children's progress.

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

The children are happy, settled and enjoy their time with the childminder. They have developed warm relationships with her and this supports children's emotional well-being. The childminder knows the children very well and this further supports the children's feeling of security. She is a positive role model and demonstrates a caring approach to managing children's behaviour. She sets boundaries and consequently, children feel secure and they behave well. The childminder takes children to playgroup where they make new friends and talks to children about the nursery they are due to attend and the types of activities they may be part of, which aids transition and learning.

Children are kept safe as the childminder carries out regular risk assessments within the home to ensure hazards are reduced. She ensures the environment is kept hazard free by regularly tidying toys and resources. Children are able to independently access the suitable range of resources. They make choices about what they would like to play with and make their needs known. Children enjoy regular outdoor play activities appropriate to their age and stage of development. They develop an awareness of safety when on outings and the childminder discusses safe practices, such as stranger danger.

The childminder suitably promotes children's knowledge of managing their personal needs and about eating healthy food. She provides a generally healthy and nutritious diet including fruit and vegetables. As part of the daily routines children are encouraged to develop their self-care skills and learn about good health practices, such as, washing their hands after using the toilet.

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

The childminder has a basic understanding of her role and responsibility, with regard to meeting the requirements of the Early Years Foundation Stage. Suitable systems are in place for planning and assessment, however they are not yet fully developed to show where children are at in their learning and development. Consequently, children's learning is not truly captured and this has an impact on monitoring the progress children make and the planning of activities to consistently challenge children in their learning.

The childminder is aware of her role to ensure the children's welfare requirements are met. She implements suitable risk assessments, policies and procedures so that children are safe. For example, the premises is secure, and safe procedures are in place for the collection of the children. The childminder demonstrates a suitable knowledge of child protection issues, such as the signs of abuse and what she would do if she had any concerns. She has attended relevant training and has appropriate, supporting, written policies and procedures relating to safeguarding, and this promotes children's safety and well-being. Partnerships with parents are sound; they have access to a satisfactory range of information including written policies and procedures. The childminder works well with the parents to ensure children's care needs are met. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners, to ensure continuity and coherence.

The childminder has developed adequate systems to evaluate the provision. For example, she reviews the activities and outings the children participate in to ensure they are suitable. However, the views of parents and children are not yet fully taken into account and this impacts on the childminder's ability to rigorously evaluate the quality and impact of the provision in supporting children's learning and development.

## 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

<b>Unique reference number</b>	312393
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	818948
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	

<b>Date of previous inspection</b>	09/12/2010
<b>Telephone number</b>	

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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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