

**Inspection date**

06/12/2012

Previous inspection date

05/05/2010

**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**

- The childminder has many years' experience and is dedicated to her role. She attends regular training to ensure that she keeps up-to-date with relevant issues, so that children are sufficiently supported and well cared for.
- The childminder makes suitable changes to her environment that benefit the children's care routines and enhances their independence appropriately.
- Children have good relationships with the childminder, they are happy and very settled as she is competent and caring in her approach.
- The childminder plays with children enthusiastically and provides appropriate support to help them acquire further language skills, through close eye contact and by singing songs.

**It is not yet good because**

- The childminder does not yet plan effectively to ensure that activities cover the seven areas of learning and educational programmes in sufficient depth. This means that children do not benefit from sufficiently challenging experiences that reflect their interests.
- The childminder does not yet use all documentation available, such as 'Development Matters in the Early Years Foundation Stage' to help her make judgements about whether children are showing typical development for their age.

## 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 and interacted with children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation including children's files and policies and procedures.
- The inspector held discussions with the childminder throughout the inspection.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

The childminder was registered in 1993. She lives with her partner and two adult children in a residential area of Low Fell, Gateshead. A ground floor room and front garden are used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She attends a childminder group and toddler groups in the area. She collects children from the local schools.

There are currently three children on roll, two are in the early years age group who attend

on a part-time basis. The childminder also regularly cares for her nieces. She is open all year round except for family holidays. The family has four dogs and two cats.

### **What the setting needs to do to improve further**

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

- plan challenging activities which link to the seven areas of learning and ensure that the planning is matched to each child's individual learning needs and interests and cover all the educational programmes.

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

- consider using 'Development Matters in the Early Years Foundation Stage,' to ensure that observations and assessments of children are used as a best-fit guide in making judgements about whether they are showing typical development for their age and to identify next steps in their learning.

### **Inspection judgements**

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

The childminder has made a sound start in using the Early Years Foundation Stage learning and development requirements in practice. She observes children during their play and her written notes describe what they do and enjoy. However, she does not analyse her observations sufficiently to show how children make progress or how she will support the next steps in their learning; for example, by using 'Development Matters in the Early Years Foundation Stage.'

The childminder plans her week around regular routines as she attends a variety of different community groups such as, toddler sessions, soft play activity centres and story time at the library. This ensures that children participate in a suitable range of relevant experiences while they are with her. However, she does not yet plan activities specifically to follow the educational programmes or match planning to each child's individual learning needs or interests. Therefore, activities lack some challenge and do not show how all the areas of learning are covered.

Children enjoy their time with the childminder as she is competent in her approach. She sits with them on the floor so that she can talk to them and give them eye contact. She provides close contact and supervision during construction play and when children play with simple technology toys. Therefore, children explore the room happily, use interlocking

large blocks successfully and press buttons and turn knobs to make the sounds from activity centres. She provides some appropriate support as she helps toddlers to fit shapes into the shape sorters correctly, which helps them to develop early mathematical skills. She follows the children's lead; for example, when they lie down on the floor she sings a familiar action song so that they have lots of fun as they spontaneously jump up, join in and follow the actions. Toddlers clearly enjoy watching other children and try to clap along. The childminder regularly shares what she knows about children's care and development verbally on a daily basis with parents. She often sends them photographs of their children's activities via text messages regarding what they have been doing. The parents also update the childminder with any new learning that their children demonstrate, which shows that they work together well to support children's progress.

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

The childminder is refurbishing the main room where children currently play and this is still in the process of being developed and set up. For example, although there are some appropriate toys available the full range of what she has are inaccessible, such as books and some pretend play equipment. The childminder has a clear vision of how she wants the room to look so that this benefits the children's learning and development; for example, by storing toys and equipment in labelled, easily accessible boxes to aid children's choices and independence and by providing a role play area. The newly fitted downstairs toilet and washbasin within the play room aids children's independence in their self-care routines well. The childminder organises her day appropriately so that children's care and routines are followed to meet their individual needs, such as nap times and meal times.

Children are confident and happy. They have good relationships with the childminder and seek her out when they feel unsure. They demonstrate strong bonds with her as they go to her for cuddles and spontaneously sit on her knee when she begins to sing enthusiastically. Therefore, their social and emotional needs are well met. Children confidently clap their hands and smile because the childminder gives them plenty of positive praise that raises their self-esteem well, which shows that they feel safe and secure with her. There are currently no children attending who are due to start school or nursery; however, through discussion and from experience of caring for previous children, the childminder demonstrates that she understands how to support young children with transitions and new situations.

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

The childminder has a suitable understanding of her role in meeting the learning, development and welfare requirements of the Early Years Foundation Stage. She is a long standing, dedicated childminder who clearly enjoys her role. She is not complacent and strives to keep up with new developments by sharing practice with other childminders and attending regular training. She is currently undertaking a HighScope course, which she

hopes will help her develop the environment and learning opportunities for the children. Therefore, she clearly understands how ongoing training can help her improve her knowledge and the outcomes for children.

The childminder has addressed the action from her last inspection, which has improved children's safety. She puts her good written risk assessments that identify and address hazards, into practice. She has made a sufficient effort to address the recommendations from the last inspection, although she is aware of her limited knowledge on how to consistently analyse and use her observations to plan activities effectively. The childminder now has all the relevant information she needs if she has concerns about a child's care or welfare so that they are sufficiently safeguarded. She is aware of the signs and symptoms that may concern her and she would not hesitate to seek advice or make a referral. Although she has not yet accessed the Ofsted self-evaluation form, she does have some clear ideas of what she would like to improve, specifically regarding the environment and her own personal development. This shows that she has a suitable capacity to improve her provision further.

The childminder shows parents her operational file, which contains a range of relevant policies and procedures and she gets all the relevant written parental consents she needs. Before children start they are offered settling in sessions to help them cope with transitions. She always asks parents to write out a plan of their child's day so that she can follow this. This ensures that they share what they know and the childminder can adhere to parents' wishes. She has longstanding relationships with most of her parents as they tend to send younger siblings to her. The abundance of thank you cards collected over the years shows that parents are happy with the provision.

### 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 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>	311782
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	818916
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2010
<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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