

Inspection date

20/12/2012

Previous inspection date

09/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Met

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's literacy and mathematical skills are well supported as they are given plenty of stimulating opportunities to listen to stories and they are helped to count correctly during their games.
- Children have good relationships with the childminder. They are happy and settled as they play in a warm, welcoming environment.
- The childminder is experienced and dedicated to her role and she is competent and caring in her approach. This means that children are well cared for and they enjoy their time with her.

It is not yet good because

- Planning, observation and assessment is not yet fully embedded into practice to ensure that activities cover the seven areas of learning. This means that children do not benefit from sufficiently challenging activities in some areas and the childminder does not fully establish if children are demonstrating typical development for their age.
- All required documentation, such as insurance and the Ofsted registration certificate, are not available for inspection or easily seen by parents, although this has minimal impact on children.
- The childminder does not yet fully self-reflect to help her identify strengths and areas for development to effectively prioritise improvement, such as by using the Ofsted self-evaluation form.

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 childminder's file and checked her documents.
- 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 1995. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult daughters in a house in the Preston Grange area of North Shields and uses the ground floor and the rear garden for childminding.

The childminder has completed basic training including first aid. She attends a toddler group and visits the local shops on a regular basis. She collects older children from the local school.

There are currently four children on roll, one is in the early years age group who attends on a flexible basis and three are aged over eight years who attend before and after school on various days. She is open all year round from 8am to 6pm, Monday to Friday. There are two pet dogs and a large fish tank on the premises.

What the setting needs to do to improve further

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

- focus the planning on the prime and specific areas of learning, to ensure that all the educational programmes are covered and that children receive sufficiently challenging experiences to help them become ready for the next stage in their learning
- ensure that all documentation is easily accessible and available for inspection and for parents, with regards to public liability insurance and displaying the Ofsted registration certificate.

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

- develop the educational programme to further enhance children's learning in expressive arts and design by: providing more opportunities for children to use sounds, music and songs, dressing-up and role play items
- use guidance, such as 'Development Matters in the Early Years Foundation Stage' to track children's progress and use it as a guide to making best-fit judgements about whether a child is showing typical development for their age
- continually reflect on practice by using available systems, such as the Ofsted self-evaluation form.

Inspection judgements

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

Children are settled, animated and happy. They take favourite books to the childminder for her to read stories and they listen attentively. The childminder asks lots of questions that make children think, such as 'what noises do the dinosaurs make?' Children then make growling sounds and grit their teeth as they become engrossed in the story and represent the pictures they see. She encourages children to name colours and to think

about how these match with colours of other objects they are familiar with, such as family cars. Children eagerly talk about what they see in the books, ask questions, join in with conversation and remain interested as the childminder manages story telling well. This enhances children's communication and literacy skills well. The childminder follows children's lead as they make choices about what they want to do. She helps them to pull off stickers to make a picture and when children say numbers in no particular order, she encourages them to count correctly and in context, which helps them to develop early mathematical skills.

The childminder's planning is very flexible she plans her days with children around their interests and from the parent's requests. She attends a toddler group, and a large garden centre where children see animals and she takes the children to the swimming baths on a regular basis. This ensures that they participate in a suitable range of relevant experiences that enhances their physical and social development well. However, the childminder does not plan activities that link to the prime and specific areas of learning or devise planning to build on children's individual learning needs to ensure that they continue to make further progress and to prepare them for the next stage in their learning, such as school. Therefore, activities and the equipment are limited and do not sufficiently cover all areas of learning, specifically the programme for expressive arts and design. For example, there are few opportunities for children to dress up, use role play items or listen and dance to music.

The childminder has a sound understanding of child development as she has many years expertise in looking after children. She has started to record observations on children, which show what they do on a weekly basis and she notes down their interests. She also carries out some evaluations on how the children are settling in, what they like and what they are good at. This helps her to track children's progress generally well. However, she does not refer to 'Development Matters in the Early Years Foundation Stage' to help her note whether children are showing typical development for their age throughout the seven areas of learning. She regularly exchanges information with parents and carers regarding children's interests and progress, which shows that they communicate well to provide continuity in children's learning. She has a basic awareness of how to carry out the two to three-year-old progress check and understands how to involve parents fully in the process, so that they can share what they know about children's learning.

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

Children play in a homely environment. Soft lighting within the home helps children to feel comfortable and ensures that the atmosphere is warm and welcoming. The childminder quickly builds up strong relationships with children, which is due to her calm and caring approach. Children receive natural cuddles as they sit close by her in the armchair listening to stories. She responds to their comments enthusiastically and is genuinely interested in what they do and say, which raises their confidence and promotes their self-esteem well. The younger child has not been attending long and the childminder offers settling-in periods to ensure that they cope with the transition from home to setting appropriately. She finds out about children's routines and any special requirements from

parents, such as dietary needs to ensure that care is tailored to meet children's particular needs and safety.

The children have sufficient opportunities to explore the community around them, develop their physical skills and get plenty of fresh air. For example, they regularly walk to the local supermarket where they enjoy their breakfast and use relevant equipment such as scooters and bikes in the summer months. They go on trips in the car and they are beginning to understand about safety as they state that they have to 'clunk, click' their seatbelts. They also know not to enter the childminder's kitchen and she makes this into a game so that they wait happily at the door while she prepares a snack. Children's behaviour is good and they are confident. They bring their bag to the childminder when they need their nappy changed and they laugh and giggle with her during care routines, which demonstrates that they feel safe and secure.

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

The childminder has an appropriate knowledge of her role in meeting the learning, development and welfare requirements of the Early Years Foundation Stage. However, as she has only recently started caring for young children after a long break, she is still embedding her understanding to enable her to put the learning and development requirements into practice fully. Although the childminder holds relevant information and records, these are not easily accessible; for example, she could not produce her public liability insurance and she does not display the Ofsted certificate of registration during the hours of childminding. Although these are welfare requirements of the Early Years Foundation Stage and a requirement of the Childcare Register, their impact on children is minimal.

She is a long-standing, dedicated childminder who clearly enjoys her role working with children. She works closely with other childminders in the area to help her keep up-to-date with changes in practice. Parents regularly share what they know about their children as they discuss this on a daily basis with the childminder. Some of the older children attending have been with her since baby hood, which indicates that parents are happy with the care that their children receive.

Children are suitably safeguarded as the childminder has a sound understanding of what to do if she has concerns about a child's care or welfare. She has a written complaints and child protection policy available, which she shares with parents so that they are aware of her responsibilities. She carries out risk assessments, which identify and address hazards within the home and on outings and she follows routines that are familiar to children within their own homes. This ensures that children's care is consistent and they understand the boundaries, which helps to keep them safe.

The childminder does not yet use any clear systems to help her reflect on her practice, such as the Ofsted self-evaluation form, so that she can fully evaluate her provision on an ongoing basis, although she has addressed the one action from the last inspection. As she

has only recently started childminding younger children she has begun to think about the targets she needs to improve, such as becoming more familiar with the Early Years Foundation Stage requirements. She has a positive attitude to equal opportunities and would welcome all children and families into her home. She has no recent experience of working with other professionals but would ensure that she seeks help and guidance from the local authority as necessary. She is aware of the avenues of support available to her.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- be covered by insurance in respect of liability (Insurance)(both parts of the Childcare Register)
- display the certificate of registration in the premises (Certificate of Registration) (both parts of the Childcare Register)
- take action as specified above (Insurance and Certificate of Registration)

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	310085
Local authority	North Tyneside
Inspection number	886029
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	09/01/2012
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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