

Inspection date

Previous inspection date

23/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has close and caring relationships with the children, and through effective transitional arrangements between the home and setting, children form strong attachments to her. This means children are happy, and feel safe and secure with her.
- Children are involved in creative and interesting activities that are tailored to their individual needs and interests, due to the effective way the childminder observes and collects information from parents about their child.
- Parents are actively involved in their child's learning; they have good opportunities to share children's experiences at home and know what they can do to support learning.

It is not yet outstanding because

- There is scope to strengthen plans for helping children to achieve more by using available guidance more effectively.

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 childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation records, a selection of policies and children's records.

Inspector

Anthea Errington

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in a house in Blyth, Northumberland. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Saturday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance children's progress by using guidance, such as 'Development Matters in the Early Years Foundation Stage', more effectively to strengthen and more precisely plan how to build on what children already know.

Inspection judgements

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

The childminder's understanding of the seven areas of learning is good, and because of this, she provides a well-resourced, effectively organised and stimulating learning environment. This enables children to make safe and independent choices in their play. The childminder successfully supports children's play so that they develop an enthusiasm and eagerness to learn. Positive interactions and skilful questioning are used well so that children progress comfortably within expected levels for their ages. The childminder demonstrates a clear understanding of children's individual stages of development and interests and uses this knowledge to provide activities that will help them learn more. For example, she knows from her observations that some of the children love familiar cartoon characters and enjoy exploring letters and numbers, and so has used this information to encourage them to learn new things. However, there is room to make these observations and assessments of children's learning more effective by linking them to guidance, such as Development Matters in the Early Years Foundation Stage, so that plans for moving children forward are strengthened and children's learning and development is enhanced.

Children babble constantly with the childminder who listens to them carefully, praising them for their achievements and repeating words back to them. Therefore, their communication and language skills are suitably nurtured. Young children display a keen interest in books and love to look at the familiar characters displayed, as they turn the pages over in sequence. Story sacks encourage children to interact with the books, as the stories are brought alive through the use of props. Children have good opportunities to practise making marks and use resources, such as a white board and paint dabbers, to

sustain their interest. Children make good progress with regards to their physical development and are beginning to move around the premises independently. They display good hand and eye coordination as they place the balls into the 'ball run' and gaze with wonder as the balls roll between the various tubes. This introduces children to the concept of problem solving as well as developing their understanding of shape and size. In addition, the childminder provides a good range of different textures, media and sensory items that children can pull, suck, squeeze and handle, which supports their coordination further. Children display close and caring relationships with the childminder who responds to them with warmth and purposeful care, which in turn, supports their personal, social and emotional development.

The partnerships with parents are good and parents have access to a broad range of information, including well-written policies and procedures. The childminder has effective systems in place to assess children's starting points on entry, and to support the smooth transition between home and the setting. As a result of this, children have positive and secure attachments with her. Through daily journals, discussion and children's progress records, parents are kept well informed about their child's day and progress. This includes information on what children need to learn next and what activities can be done to support children's learning at home.

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

The childminder is fully committed and takes all reasonable steps to ensure the children's welfare needs are met. Babies have developed strong attachments to her and demonstrate their security during their time spent with her. This is through her effective settling-in procedures, her kind purposeful care and because she shares good quality information with parents about children's needs. Children demonstrate a sense of belonging; they confidently approach the childminder and make their requests known to her using verbal and non-verbal communication. For example, babies hold out their arms to her and are content to be comforted, demonstrating their feelings of security.

The childminder spends plenty of time supporting individual children, and this means they feel special and valued; promoting a positive self-image. She always ensures favourite resources are available and used, and then enhances this through introducing other things to support their learning. For example, picture cards and signing is used to support even the youngest children in communicating their need and wants. Healthy snacks and drinks are provided, such as fruit and water or milk, and children are provided with sufficient time for rest and relaxation as well as exercise. Children regularly access the outdoors and visit local parks. They also go to the local shops to help purchase fresh produce, which teaches them about the importance of exercise and healthy diets. Opportunities such as these also provide experiences for children outside the home, so that they develop curiosity and understanding about the world in which they live. Through regular routines, such as hand washing, the children are developing their self-care skills and are learning about good health practices.

The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. Fire evacuation procedures are discussed and practised to enhance children's awareness of safety.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding, welfare, learning and development requirements. Her regard to promoting a safe environment is good and she is clear on the procedures to follow if she has concerns about a child. She has clear policies and procedures relating to safeguarding and she ensures parents are aware of these at the onset of a placement. Thorough risk assessments are in place for all aspects of her care, as well as a record of visitors, which reduces the risk to children.

The childminder is aware of her strengths and weaknesses and uses purposeful methods to improve the service she provides. She constantly evaluates her service, welcomes opportunities for further training, and actively seeks out relevant and current publications to ensure her knowledge and skills are current. In addition, she welcomes feedback from parents and values any suggestions; using these to ensure continuous improvements are made.

The childminder works well with parents and her relationships with them are good. Through providing children's progress records, she provides information on what children can do, their next steps in learning and what activities can be done to support their progression. In addition, daily journals and discussions provide parents with a good exchange of information about their children's care and learning needs. Links with other professionals are very good and the childminder confidently discusses the necessity of sharing relevant information with regard to children's continuous learning and development. For example, comments made by children's support workers include 'children are willing to go to the childminder who provides reassurance to them ensuring they are happy to participate. The childminder and parents have a good working relationship'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY449919
Local authority	Northumberland
Inspection number	811242

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	0
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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