

Inspection date	31/01/2013
Previous inspection date	04/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's well-being and care is very well supported. They have built up strong relationships with the childminder, therefore, they feel safe and secure.
- Children are happy and very settled as they are engaged and engrossed in what they do. The childminder helps them to learn through effective questioning, so that they think and respond, therefore, they make good attempts to count in context and hold lively conversations with her.
- The childminder is experienced and committed to her role. She is a competent, longstanding childminder who develops good relationships with parents so that they are very pleased with the care and learning their children receive.

It is not yet outstanding because

- The childminder does not fully use her observations on children to help her track their progress or link them to relevant documentation, to clearly show if they are demonstrating typical development for their age.
- The childminder has not yet firmly established ways in which to fully exchange all information on children's learning from other providers when they attend two settings, to provide continuity and consistency for them.

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 children's activities and care practices in the lounge and the kitchen.
- The inspector held discussions with the childminder and spoke to children at appropriate times throughout the inspection.
- The inspector looked at children's files, photographs and the written observations and checked a sample of the childminder's policies and documents.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Lowfell, Gateshead. The whole of the ground floor, a bathroom 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 park on a regular basis. She takes children to the local nursery. There are currently two children on roll, both are in the early years age group and currently attend on a part-time basis. She operates all

year round from 7am to 6pm, Monday to Friday.

What the setting needs to do to improve further

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

- enhance observations on children to show clearly if they are demonstrating typical development for their age, for example, by cross referencing to Development Matters in the Early Years Foundation Stage
- establish further ways to improve communication with other settings that children attend, such as nursery, to ensure information on children's learning and progress is effectively shared to provide continuity and consistency.

Inspection judgements

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

The childminder uses the Early Years Foundation Stage well in practice. She plans her week around the children and regularly uses different community facilities, such as Sure Start centres, toddler groups, parks and soft play facilities. She also links up regularly with another childminder to go on outings, to enhance children's enjoyment and learning further. Children also play with sand, gloop (cornflour and water), hunt for insects, ice biscuits and enjoy outdoor play as they use different equipment, such as tunnels. This promotes children's development well across all the areas of learning. The childminder documents observations and uses photographs of the children to show what they can do and she matches these to the relevant prime and specific areas of learning. The children's files are readily available to parents, so that they can discuss their child's progress and share what they know about their interests at home. The childminder has a good knowledge of child development stages, however, she does not use the guidance document, such as Development Matters in the Early Years Foundation Stage fully. This means she does not double check how she assesses and makes judgements about whether a child is showing typical development for their age across the suggested age bands.

The childminder supports children very well during their activities. She ensures that children have free choices regarding what they would like to do and she is aware of when to help children move on in their learning. For example, when pre-school children begin to recognise numbers and letters in their name, she helps them to count, write and sound

out letters phonetically, so that they are ready for the next stage in their learning. Children play and manipulate colourful play dough and the childminder is fully involved in what they do. She builds on their interests and demonstrates and explains to them how to make different shapes by rolling the dough in different ways. This helps children achieve their aim so that they successfully make 'buggy's' out of the dough as they concentrate really well. The childminder helps children to count in context, as she encourages them to use their fingers and point to the objects they make. She shows a genuine interest in the children and asks relevant questions that make them think and respond, such as, 'How many have you got in there now?' and 'What did you play with at toddlers today?' This encourages children's language and thinking skills very well and enables them to hold conversations with her. With the childminder's support pre-school children successfully write the first letter of their name, they choose and handle small collage pieces and cut up old greeting cards with scissors. This shows that they are making good progress in their literacy and physical skills and they demonstrate good concentration as they manage to independently cut out and stick to make collage pictures.

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

Children play in a warm, welcoming, homely environment. There are plenty of varied toys and equipment available that children independently help themselves to. They confidently tell the childminder what they would like to do and what they want to play with when they are ready to move from one activity to another. They make independent decisions and choose things from the craft box to make sticky pictures or play with the toy cooker. This shows that they are very self-assured in the environment. There is plenty of space for children to play and explore as they sit up at the kitchen table to do their craft activities or use the comfortable living room for floor play and quiet time. The childminder has made improvements to her garden since the last inspection so that children have a safe, secure cordoned off area to play outdoors in the fresh air which promotes their physical development well and enables them to take risks. She ensures that children follow good routines to keep them healthy, such as washing hands after using the bathroom and before eating their fruit for snack.

The childminder successfully helps children to cope with transitions from home to setting, as she offers as many settling in periods as necessary so that they soon feel comfortable. She notes children's demeanour and personality and she knows that they have developed their self-confidence since starting with her as they are more self-assured, for example, at toddler groups children feel safe to explore and join in with others. Children get plenty of opportunities to be out and about in the fresh air as they walk to groups and play in the park on different equipment, which further enhances their physical skills.

The childminder manages children's behaviour in a positive way and works with parents and carers to ensure consistency so that children learn to understand what is acceptable. During play she offers children lots of positive, meaningful praise, which makes them proud of their achievements and she has a strong attachment to the children. They relate well to her and are comfortable around her, for example, they ask for their comforter when they are tired and she gives them natural, warm cuddles as they drop off to sleep.

on her knee, which demonstrates that they feel safe and secure in her care.

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

The childminder is dedicated and long standing and continually develops her knowledge by accessing relevant training and updates on new requirements. Therefore, she has a good understanding of the revised Statutory Framework for the Early Years Foundation Stage. This means she is able to monitor the educational programme, planning and assessment effectively. The childminder does not use the Ofsted self-evaluation form. However, she identifies her strengths and what needs to be improved by thinking about her routines, activities and plans, to ensure that children continue to enjoy and achieve while they are with her. She uses parental questionnaires to receive feedback to help her continually improve and she works closely with another childminder to share good practice. She has successfully met the action and recommendation from the last inspection, which has improved the information for parents and resources for the children. This shows the ability to improve her provision for the children in her care.

Parents are pleased with the provision. Positive questionnaires and letters from present and previous parents indicate that they are very happy with the care that their children receive and some children have attended since they were babies. Most of the parents choose her service through word of mouth or because older siblings attended, which shows she is a popular choice for parents. The childminder finds out all she can from the parents about children's routines and interests and if they attend other early years settings, such as nursery. She currently only drops children off at nursery and has not yet discovered ways in which to enhance communication to find out more detail of what children have been doing and enjoyed there. This means that arrangements are not fully effective to promote consistency and continuity in children's learning.

The childminder has a good understanding of safeguarding children. A secure environment, sound risk assessments and good use of child safety equipment, ensures that children are safe. She has clear written child protection procedures and information to refer to and local authority contact details, should she need to seek advice or make a referral if she has concerns over a child's care or welfare.

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

Unique reference number	311802
Local authority	Gateshead
Inspection number	818917

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	04/11/2008
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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