

Inspection date

08/02/2013

Previous inspection date

13/10/2009

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 builds up a warm and loving relationship with the children and, therefore, children are happy in the setting.
- Children behave well because there are established routines within the setting.
- Children can access resources independently which means they are able to follow their own interests.

It is not yet good because

- The childminder does not maximise children's progress because observations are not carried out consistently enough to routinely shape their planned learning experiences.
- The childminder does not record minor injuries which means that children are not fully safeguarded.
- Opportunities to build on children's learning and interests at home are limited because the childminder does not consistently obtain this information from parents.
- There is scope to improve partnership working with the local school to support children's learning.
- Improvements in the setting focus on previous recommendations rather than priorities from evaluation, which means that the impact is limited.

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 held discussions with the childminder throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector observed alongside the childminder.
- The inspector viewed a sample of documentation, including children's learning journeys and letters from parents.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in 2006. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband in Hebburn, Tyne and Wear. The whole of the childminder's home, except for the master bedroom, is used for childminding. There is an enclosed garden to the rear of the property available for outdoor play. The childminder attends local toddler groups and visits the local shops and park on a regular basis. She is able to take and collect children from

local schools and pre-schools. There are currently eight children on roll, of which three are in the early years age group and attend on a part-time basis. The childminder is open all year round from 6.30am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- consistently observe children to understand their level of achievement, interests and learning styles, and use these to routinely shape learning experiences that provide appropriate challenge for each child
- ensure a written record is kept of all accidents and injuries and first aid treatment
- enable a regular two-way flow of information between school and setting.

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

- explore ways of working with parents to ensure that there is an effective flow of information between the home and setting, specifically with regard to children's interests
- use self-evaluation to identify new priorities within the setting and use these priorities to highlight future professional development.

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements for the Early Years Foundation Stage. Children enjoy a range of activities across the seven areas of learning. Observations are linked to the Development Matters in the Early Years Foundation Stage guidance and identify next steps. However, observations are not carried out consistently enough to fully identify children's interests or to shape future activities which build on children's interests or learning needs. As a result, the childminder is not able to fully match activities to children's needs and there is insufficient challenge in activities for some children. This means that children's progress and their readiness for the next stage in their learning are generally satisfactory.

A range of activities are planned to help children develop their communication skills and the childminder has a sound knowledge of how to support language skills. She talks to the

children about jigsaws they are doing and sings nursery rhymes which the children enjoy joining in with. Children enjoy looking at pictures in books and the childminder uses the opportunity to talk about books and pictures and extend their vocabulary. This means that children are making satisfactory progress in communication and language. Children are beginning to use information and communication technology to support their learning as they explore electrical nursery rhyme books. They press the buttons to hear rhymes and carry out actions to familiar rhymes, such as 'pat-a-cake'.

Children enjoy using shape sorters and jigsaws to learn about shape; this is developed further as the childminder talks about shapes in the environment. Children are encouraged to count as they build with blocks., They listen to the childminder count as she plays alongside them and as a result, children are beginning to count with numbers in order. Children develop their knowledge of the world as they visit local farms and museums. They enjoy visiting the park and soft play and take part in a range of activities, such as drawing and colouring, which supports both large and small muscle development. Children have a range of opportunities to express their thoughts and ideas as they explore dressing up, painting, imaginative play and musical instruments. Therefore, children make satisfactory progress in Expressive Arts and Design.

The childminder has a satisfactory relationship with parents. She talks to parents at the beginning and the end of the day about what the children have been doing but, because the parents are often in a hurry, there are limited opportunities to find out what children are interested in at home, consequently, opportunities to use their interests from home to support learning are limited.

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

Children settle quickly into the setting as the childminder offers flexible visits which meet the needs of the children and their families. She obtains information from parents about important routines and care needs which means she can follow the same routines within the setting. Children enjoy warm and loving relationships with the childminder. They are confident within the setting, access resources independently and initiate activities, such as singing and looking at books with the childminder. Children work independently as they explore puzzles and are encouraged to share and take turns. Consequently, children are generally developing skills that will support their transition to the next stage in their learning.

Children have access to a clean and well-organised environment. A range of resources are stored in boxes and easily accessible to the children. Therefore, children can follow their own interests as they access resources independently. Children develop an awareness of acceptable behaviour as they play alongside each other. They show an understanding of routines within the setting, such as putting resources away before getting more out. As a result, children can move around safely in the setting.

Children are developing an understanding of being healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder provides a range of healthy meals for the children, such as chicken with vegetables and spaghetti bolognese. Children

are encouraged to try different foods and parents comment that the children are willing to try more foods since starting at the childminder's setting. Children have access to fresh air and exercise through regular walks and visits to the park, as well as visits to the soft play centre.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. There is a suitable programme of activities to motivate the children and allow them to make progress. However, observations are not carried out consistently and children's learning needs are not always identified. As a result, activities sometimes lack challenge because assessment is not rigorous enough to highlight where children are not making progress.

The childminder has a sound understanding of her responsibilities in relation to safeguarding and has attended recent training. She has clear policies that have been updated and she knows who to contact if she has a concern about a child. Most documentation is in place and a detailed risk assessment ensures hazards are identified and appropriate measures taken to reduce risk. However, the childminder does not record minor injuries, which is a breach of legal requirements in both the Early Years and Childcare register. She does have a current first aid certificate and a satisfactory understanding of how she would deal with minor injuries. Parents are informed verbally about any injuries and as a result, the risk to children is minimized.

Self-evaluation is satisfactory. The actions and recommendations from the last inspection have been addressed and a current first aid certificate is now maintained. The childminder is aware of her strengths within the setting and is keen to develop her knowledge further and attends training whenever she can. However, the childminder does not routinely identify new areas for improvement within the setting. As a result, training has not been sufficiently focused on this, which has reduced its impact on her provision for children.

The childminder generally work well with parents and seeks advice from the local authority when needed. She has a satisfactory understanding of how she would work with other agencies to meet the needs of the children in her care so that children who need it receive appropriate interventions and support. The childminder works in partnership with the local school to support children's continuity of care. For example, she discusses concerns about areas, such as eating and behaviour management. However, links to ensure that the childminder is able to complement children's learning at school are not yet developed.

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:

- maintain records of accidents which occur on the premises where childcare is provided.
- maintain records of accidents which occur on the premises where childcare is provided.

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	EY333770
Local authority	South Tyneside
Inspection number	820606
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/10/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

