

Inspection date

04/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 feel safe and secure with the childminder, who provides a caring and loving environment which promotes children's well-being.
- Planning is based on children's interests to suitably promote their learning and development.
- Children's self-esteem and confidence is encouraged through the childminder's consistent use of praise.
- The childminder safeguards and promotes children's welfare effectively. She provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them to make satisfactory progress.

It is not yet good because

- Self-evaluation is not yet robust enough to ensure that the views of parents and children are used effectively, or to help clearly prioritise plans for improvements.
- Opportunities for parents to view their children's learning and development tracker have not been developed so that they can be fully involved in the assessment process and guided in supporting their children's learning at home.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and how the home is used for the care of the children.
- The inspector looked at children's development records and a selection of records, policies and procedures.

Inspector

Lynne Pope

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 husband and two children aged 11 and 16-years-old in a house in the Burnopfield area of Newcastle upon Tyne. The whole of the ground floor, the upstairs bathroom and garden are used for childminding.

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

There are currently three children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- help parents to participate fully in the assessment process by sharing details of their child's learning and development records with them, and use this to help guide parents in gaining the confidence and knowledge they need to support their child's learning at home.

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

- improve the process for self-evaluation by using the views of parents and children more effectively to prioritise targets for improvement that will raise the overall quality of practice and the level of children's achievements.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of how children develop. She provides a suitable range of activities that generally capture children's interest and hold their attention. Activities and resources are planned around children's interests. For example, they enjoy number play, toy cars and books. She uses a tracker of children's development that shows what they were able to do when they started with her, what they can do now and identifies any delay or gaps in their learning and development. This helps

her to plan suitable next steps for children's learning.

The organisation of the childminder's home and the presentation of toys and resources enable children to make independent choices about what they would like to play with and how they spend their time. Children show an appreciation for books, they bring them to the childminder so that she can read to them. They show that they have favourites by asking to have the same story a few times. The childminder draws them into the activity as she asks them about what is happening in the picture. Older children anticipate the endings of some of the sentences, saying them for her. The childminder understands the importance of sharing books with children, stating that they begin to understand that print has meaning. She makes different resources available for them to make marks with. For example, they enjoy using the coloured pencils to form circular shapes on the paper and give meaning to their drawings, saying they have written a number one and zero. Number is used in everyday play to develop children's awareness. They start to recognise written numbers as they point to them and name them on a jigsaw. Frequent walks to the local allotment enable children to observe what the chickens, ducks and turkey can do. This develops an understanding of the world.

The childminder keeps a daily record of each child's day and activities in a diary which parents take home. It includes photographs of special events, such as a walk to a local attraction. Parents write comments in this about what their child has done at home, which helps the childminder be aware of children's interests so these can be incorporated into her future plans. She also talks to parents about how their child is progressing in their learning and development and what areas she will focus on in future. However, opportunities for parents to view their children's development tracker records have not been put in place, so that parents can fully participate in the assessment process and continue their children's learning at home.

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

Children have formed a close attachment to the childminder, which enables them to explore with the support of a familiar person. The childminder finds out about children's needs, such as likes, dislikes and any allergies, through discussing them with parents before they start. Through the effective settling-in procedures, children show that they are happy and feel safe in the childminder's home. This helps them to have a smooth transition from home to her care. The childminder provides a welcoming environment with a stimulating selection of resources. Children express their own preferences and interests as they select from the readily accessible resources in the kitchen. This helps them to develop their independence. Timely reminders from the childminder help children to understand how to keep themselves safe and to care for each other. For example, she talks to them about not hurting each other.

The childminder has a calm and consistent manner with the children. Children show an understanding and cooperate with some boundaries and routines, such as helping to tidy toys away. The childminder praises them for their efforts during activities, which develops their self-esteem. Snack and mealtimes are an enjoyable time for children. The

childminder provides them with a wide variety of fruits and talks to them about the different foods that they eat. This develops their understanding of the importance of healthy eating. Children move freely and with pleasure in the spacious environment. They push a toy pram round and play with a ball. Walks are taken frequently to the local park, where they use large play equipment which develops their large muscle skills .

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

The childminder maintains records, policies and procedures which are required for the safe running of her provision and to meet the needs of the children. Consequently the required information is in place to underpin the care and welfare of the children. Through discussion she demonstrates a commitment to safeguarding. She recognises that children might be at risk of harm and knows how to liaise with appropriate agencies if she has a child protection concern. Regular checks are carried out for the home and resources which ensure that any hazards are minimised for children.

The childminder has a basic self-evaluation process in place where she identifies areas for improvement as she sees the need. However, she has not taken account of the views of parents and children as part of this process. She discusses a few areas for future development, such as developing resources for the garden to include climbing equipment to develop children's balance and large muscle skills. However, she has not fully considered how she will prioritise and achieve these areas for development in order to ensure sustained improvement. The childminder assesses children's developmental starting points when they start at the setting, which gives the childminder a base from which to plan appropriate resources and activities for each child. Frequent observations and the development tracker record, help her to continually assess what children can do. This ensures that appropriate challenges are offered to children for their development. Partnership with parents is becoming established. They are encouraged to share what they know about their children, which results in activities and resources based on children's current interests.

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
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 action. 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	EY450010
Local authority	Durham
Inspection number	885052
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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, which are usually the childminder's 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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