

**Inspection date**

05/04/2013

Previous inspection date

10/03/2009

**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 make good progress in their learning given their starting points as the childminder completes regular and precise observations and assessments of children which clearly identify their next steps in learning.
- Children are extremely happy and feel secure within the setting as strong relationships are formed with the childminder who clearly knows the children and their individual routines very well. Children confidently go to her for support as she is caring, friendly and approachable.
- Children's safety and welfare is highly promoted as the childminder ensures that effective policies and procedures are implemented in order to keep children safe from harm. Children learn to keep themselves safe as the childminder is skilled in teaching children about road safety, stranger danger and how to manage their own risks.
- Children are well supported in their transitions as the childminder works alongside other settings effectively to share information relating to children's progress. As a result, children have continuity in their learning and development.

**It is not yet outstanding because**

- Children do not have access to a wide range of resources to support their growing awareness of the diverse needs and cultures of others on a daily basis.
- Information relating to children's unique starting points is not yet sought from parents. Therefore, a shared approach to children's learning is not fully embedded.

## 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 was introduced to the childminder and her assistant.
- The inspector had a tour of the areas used for childminding.
- The inspector held discussions with the children and the childminder during the inspection.
- The inspector observed children in the early years age range.
- The inspector looked at a range of documentation relating to the setting and to children. These included children's learning files, policies and procedures, risk assessment records and a record of the childminder's training.

## Inspector

Charlotte Bowe

## Full Report

### Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is a registered assistant in a house in Hexham, Northumberland. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed rear yard for outdoor play. The childminder attends a local toddler group. She visits the shops and park on a regular basis. She takes and collects children from the local schools and pre-schools. There are currently six children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

### What the setting needs to do to improve further

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

- provide a wider range of resources on a daily basis for children to access independently to support their growing awareness of the diverse needs and cultures of others
- seek information from parents in relation to children's unique starting points and use this information to complement the initial observations carried out within the setting.

## Inspection judgements

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

Children make good progress in their learning as the childminder is skilled when planning, observing and assessing children during their time at her setting. A good balance of child-initiated and adult-led activities are planned for children to take part in, which cover all seven areas of learning. For example, children develop their physical skills as they use a range of tools and equipment when baking crispy cakes. They develop their social skills as they attend the local toddler group, making relationships and playing cooperatively with others. The childminder supports children to develop their early reading skills as she introduces them to stories, providing them with opportunities to join in and talk the story through as they read together. This all ensures that children are provided with depth and breadth in their learning and development. Precise photographic and written observations of children effectively link to the Early Years Foundation Stage and clearly record children's

achievements. A 'summary' of children's achievement is completed every two to three months and ensures that their progress is effectively recorded and their next steps in learning are clearly identified. Children are then well-supported in their learning as the childminder ensures that she incorporates their next steps through the planned activities and daily routines. As a result, children are ready for their next stages in learning and are well-prepared for their transition to school.

Children are motivated and eager to explore their fully accessible and well-resourced environment as the childminder interacts effectively with them during their play. For example, as children cut out ducks from dough and make pretend cakes, they are encouraged to reflect on their own experiences, talking about visits to the duck pond with family and recent birthdays. This enables children to develop their language skills, reflecting on their own experiences and showing confidence to speak out during activities. The childminder teaches children about other cultures as she introduces learning about a range of festivals, such as Diwali and Chinese New Year. However, there are a limited range of resources within the setting for children to independently access which reflect the diverse needs and cultures of others. Therefore, children's growing awareness of these are not yet fully supported.

Parents are valued as partners as the childminder works hard to ensure that they are fully involved with the setting. Effective daily communication ensures that they have opportunities to talk about their children's needs and interests. The childminder regularly sends children's 'journals' home for parents to look at. They are encouraged to contribute by writing their thoughts and record children's achievements from home. Photographic compact discs are also compiled for parents in order to share the experiences that their children have at the setting. Summaries of children's learning are shared with parents on a regular basis and contribute towards the development of a shared approach to children's learning.

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

Children are happy and settled in a welcoming environment. Relationships are strong and the childminder conducts robust settling-in procedures where children and families attend for a number of sessions prior to children starting. This ensures that they are comfortable and feel secure within the setting. The childminder clearly knows the individual routines and needs of all children and responds effectively to these. For example, when children demonstrate that they are hungry, she prepares their snack. This ensures that children's individual needs are well-met.

The childminder encourages children to do many things for themselves. For example, children independently find their gloves and put on their coats and hats before they go outdoors. They confidently seek support from the childminder who is caring, friendly and approachable when fastening zips. Children have many opportunities to select the resources of their choosing. They sustain involvement as the childminder engages with them, supporting their play and extending their knowledge. For example, children choose

to look at their learning files and the childminder encourages them to talk about the pictures as she listens attentively. This supports children to develop their confidence skills and ensures that they are extremely valued as individuals as they reflect on their past experiences.

The childminder shows high regard to the safety of children within the setting and ensures that daily checks of equipment and resources are effective in keeping children safe. Children learn to keep themselves safe when on outings as the childminder is skilled in teaching them about road safety and stranger danger. She also supports children to assess and manage their own risks. For example, when they attend the local park, the childminder supports children in their choice of equipment, asking whether or not they can manage it. This therefore ensures that children develop skills for the future in order to assess risks and keep themselves safe from harm.

Positive behaviour is encouraged within the setting and the childminder communicates effectively with children to ensure that they clearly know the rules and boundaries of the setting. For example, the childminder encourages children to say 'please' and 'thank you' and they are encouraged to carefully tidy away toys when they are finished with them. As a result, children are well mannered and treat the resources with respect. The childminder develops strong relationships with shared settings as she communicates effectively with them when she drops off and collects children. She ensures that daily information received by the parents is shared effectively and ensures that children receive continuity in their learning through shared planning and the sharing of individual progress. When children start at their shared setting the childminder provides a written report, detailing children's individual needs, interests and progress. In her own setting, she talks to children about their day and encourages them to share what they have been involved in, listening attentively and valuing what they are saying. This ensures that children's transitions are seamless and children feel supported and secure.

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

The childminder has a secure understanding of the revised Early Years Foundation Stage and supports children effectively in their progress, given their starting points. Children's journals and observation files demonstrate that she is thorough in her observations as she records their achievements regularly and accurately. Assessments of children clearly identify their next steps in learning which are then effectively supported through planned, purposeful play opportunities. As a result, children make good progress towards the early learning goals.

Parent partnerships are generally strong and the childminder effectively engages with parents on a daily basis. Parents are encouraged to be involved with their children's learning as they share information through daily communication with the childminder and as they record comments in children's 'journals'. Robust settling-in procedures ensure that parents develop sound relationships with the childminder as they discuss their children's individual routines and interests. However, the childminder does not fully seek information

from parents relating to children's unique developmental starting points. Therefore, the childminder's own initial observations are not yet complimented by information sought from the parents. As a result, the shared approach to children's learning is not fully embedded. Partnerships with others are well-established as the childminder works with the local schools and pre-schools to share information regarding children's progress. The childminder has also developed effective links with other local childminders, the local authority and local family centre where she is proactive in seeking information to update her knowledge and skills.

The childminder is knowledgeable in her responsibilities for safeguarding children and is fully aware of the procedures that she would take if she had concerns regarding a child protection issue. Robust policies and procedures are effectively implemented and the detailed risk assessments and daily checks ensure that children are safe when indoors or on outings in the local community. As a result, children are kept safe from harm. Self-evaluation is well embedded and the childminder has clearly identified the strengths and areas to improve for the setting. For example, following the changes to the revised Early Years Foundation Stage she identified a need to enhance her observation and assessment skills and attended a relevant training event to support her in achieving this. This demonstrates that the childminder is committed to improving her knowledge and practice and this, therefore, has a positive impact on children's learning and development. Parents and children are fully involved in contributing to evaluating the setting as she communicates effectively with them on a daily basis, highly valuing their views and opinions.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	506937
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	819399
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/03/2009
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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