

<b>Inspection date</b>	27/03/2013
Previous inspection date	27/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 provides stimulating activities that interest and motivate children, both within her home and at various community groups. As a result, children are keen to engage and are making good progress, particularly in their physical and social development.
- Children feel safe and secure as the childminder provides a warm and caring family environment. They happily explore and come to her for cuddles when feeling tired.
- The childminder is consistent in her routines and the ways she manages children's behaviour, offering lots of praise and encouragement. As a result, children behave well.
- The childminder takes all necessary steps to keep children healthy and promote their well-being. Consequently, children receive balanced, nutritious meals and snacks and daily opportunities for fresh air and physical exercise.
- The childminder has a good understanding of her responsibilities to safeguard children. Consequently, children are cared for in an environment that promotes their safety and well-being.

#### **It is not yet outstanding because**

- Parents are not yet fully encouraged to contribute to their children's ongoing learning and development records and to review their children's progress with the childminder.
- The childminder has not yet practised the evacuation procedure with all children, to help raise their awareness of what to do in the event of an emergency.

## 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 observed activities in the main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the children's learning journey records, daily diaries, the childminder's self-evaluation document, a selection of policies and children's records.
- The inspector took account of the views of parents in recently completed questionnaires.

## Inspector

Karen Tervit

## Full Report

### Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in West Allotment, North Tyneside. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- strengthen existing arrangements for reviewing children's progress regularly with parents and invite them to contribute more fully to children's learning journals
- practise the emergency evacuation procedure with children to help raise their awareness of what to do in the event of an emergency.

## Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and provides a varied range of activities to promote children's development in all areas of learning. She has cared for some children for a number of years and knows them exceptionally well. The childminder uses 'Development Matters in the Early Years Foundation Stage' guidance to assess children's abilities when they start and gathers lots of information from parents about children's interests and stages of learning. She uses this to plan the educational programmes to incorporate children's interests and to build on their existing knowledge and skills. Consequently, children are making good individual progress.

Children's language skills are developing well, because the childminder introduces new words into their vocabulary and is effectively involved in their play. For example, young

babies are developing their talking and listening skills as the childminder gently encourages their babbling and offers a running commentary of what she is doing as they play together with the interactive toys. She works closely with parents to minimise the use of dummies, gently explaining to young children that they cannot talk properly when using them.

The childminder provides purposeful opportunities for the children to socialise with others at a variety of community groups, such as toddlers and soft play areas. Consequently, children are making relationships and developing their social skills, preparing them for the transition into their next stage of learning or for school. She works closely with another childminder and they organise their time well to enhance learning and development opportunities for children. This includes making effective use of the local area. For example, they visit the science museum, the sensory room, watch the Olympic torch procession and go on nature walks together. This helps her to offer wider experiences to children and helps them make new friends. Babies giggle excitedly as they watch young children practise their jumping skills. They enjoy exploring their own treasure baskets filled with interesting items, including natural materials, which enable them to learn through using all their senses. Young children are developing good physical skills as they crawl through play tunnels, make marks indoors and outdoors and play on the large equipment in the childminder's garden and local parks. Children respond well to routines and know to get their coat from the low-level coat hooks in the utility room, when it is time to collect older pre-school children from nursery and attempt to put on their own shoes.

The childminder works closely in partnership with parents. They receive regular information about their children's progress as they talk at the end of the day. Daily diaries include many photographs of children having fun and exploring activities at 'soft play and toddlers', on interesting outings and in the childminder's home. Written observations and simple assessments, linked to the age bands in 'Development Matters in the Early Years Foundation Stage' guidance, are included in individual learning folders. These show the good progress children are making. The childminder ensures that these folders are easily accessible to parents to help involve them in their child's learning. However, systems for parents to more closely review children's progress regularly and for them to contribute more fully to their child's written learning folders are not totally established. The childminder is fully aware of the need to complete a progress check on children at age two years and has suitable systems in place to support this when the time comes.

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

Children form positive relationships with the childminder. Good settling-in procedures help children settle quickly and feel secure. For example, babies demonstrate that they feel safe and confident as they snuggle into the childminder for reassurance and comfort when they feel unwell or become tired. They are greeted in a warm and friendly manner when they wake up and the childminder interacts with them positively as she feeds them and changes their nappies. Young children help by getting the changing mat, smiling widely when they receive lots of praise for being helpful. Children are relaxed and happy as they explore the environment, knowing that the childminder is close by. Children are taught to be safe outdoors, for example, by learning about road safety and how to take risks and

use the large equipment. As a result, children's safety is well promoted. All necessary fire safety equipment is in place and regularly checked. The childminder has devised an evacuation plan to follow in the event of an emergency and is confident that she can follow this through quickly and safely. However, she has not yet practised these procedures with all children to help raise their awareness of what to do in an emergency. The childminder manages children's behaviour well, using age-appropriate techniques. For example, she has clear house rules in place and encourages children to share and be kind to each other. She offers regular praise and encouragement to help develop children's self-esteem and confidence. Consequently, children behave well and are learning to share resources and play cooperatively.

The childminder provides lots of opportunities for children to socialise with other children and adults, as they are regularly taken to community groups. As a result, they develop confidence, independence and the skills they need as they move on to the next stage in their learning. Children's physical development is well supported as they play outdoors in the childminder's garden. Here they are able to climb, slide and run around, which helps to develop their coordination and strength. They practise and refine their skills as they use a variety of tools, such as paint brushes and felt tip pens. Children learn about healthy lifestyles as the childminder supports them to adopt good personal hygiene routines. They are encouraged to eat home cooked, healthy meals and snacks and are becoming aware of foods which are good for them. Drinking water is readily available so children remain hydrated. The childminder gently supports them in learning to drink from a cup, rather than a bottle, offering a variety of attractive lidded containers to help them find the one they prefer.

The childminder's home is child-friendly, warm and welcoming. An extensive range of resources are easily accessible to children, with the childminder setting out a range of interesting resources within reach of babies. These include toys and books which reflect positive images of diversity which helps to promote children's understanding of difference.

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

The childminder has a secure understanding of her role and responsibility in safeguarding children. She has attended recent relevant safeguarding training and demonstrates a comprehensive understanding of the signs and indicators of abuse and the route to follow if she had any concerns. Consequently, children are well protected. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings. These reduce the chance of any accidental injury. All adults who have access to children have been suitably vetted. Children are supervised well. For example, sleeping babies are checked regularly to ensure they are safe.

The childminder has a strong understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. She carefully reflects on activities and uses this information, along with her secure knowledge

of children's interests to help with future planning. She supports children to take part in a broad range of child-initiated and adult-led experiences, which offer suitable challenge.

The childminder is committed and enthusiastic about developing her practice and maintaining continuous improvement. She clearly reflects on her practice and has developed a self-evaluation document. The childminder is an active member of the local childminding network and local authority training to keep her skills updated. She also shares good practice with another childminder and gains feedback from parents to enable her to tailor her service to the needs of the children currently attending. The childminder has a clear focus of helping children to make good progress in their learning and development, while having fun. The childminder has positively addressed the recommendation made at her last inspection. She now collects information from parents about children's starting points in their learning and has reviewed children's learning journeys to link more closely to the early learning goals. Consequently, children's learning and development are enhanced.

Relationships with parents are good, and the childminder keeps them fully informed on a daily basis of their children's progress and welfare. Parents' comments are very positive. They state that 'child has been coming for three years and that when they started nursery they commented on the great start in life the childminder had given them', 'child loves spending time with childminder and other children ' and that 'child learning good manners and how to behave due to childminder's teaching'. The childminder has regular contact with the nursery children attend. She reads the newsletters, speaks with staff and follows-on from activities children particularly enjoy. For example, she supports children in learning new rhymes and songs and helps develop their interest in role play about the hairdressers. This close partnership with nursery helps support continuity and progression in children's learning and development.

### **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>	310010
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	910864
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/07/2009
<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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