

Inspection date

04/04/2013

Previous inspection date

18/03/2010

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

- The childminder has a secure understanding of how children learn best through play. She makes particularly good use of planned and unplanned opportunities to enhance and extend children's learning in communication and language and in understanding the world.
- Children feel safe and secure with the childminder, who provides them with a caring and loving environment. They form strong bonds and secure emotional attachments which help them gain a sense of well-being and belonging.
- The childminder knows the children well and they are settled and eager to explore and learn. Their natural curiosity is promoted and they demonstrate positive attitudes to learning. They are therefore well- prepared for their future learning.
- Parents are actively encouraged to share their views about the service. This ensures that the childminder has a sharply focussed evaluation of the provision and the needs and opinions of its users.

It is not yet outstanding because

- Opportunities for parents to contribute their thoughts on their children's next steps are not fully explored, so that the childminder can take this into account when planning her activities.
- The opportunities for young children to embrace and experience a range of creative media are not fully explored.

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 made observations of the children while they were engaged in activities in the lounge and conservatory.
- The inspector looked at children's records, observation and daily dairy and a selection of policies.
- The inspector spoke to the childminder and children at different times.
- The inspector took account of parent's and older children's views, through completed questionnaires.

Inspector

Janet Fairhurst

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 in Ellington, in Northumberland with her husband and their two children. The whole of the ground floor is used for childminding and the bathroom on the first floor. There is a garden for outdoor play. The family has a pet bird and a two guinea pigs. There are currently eleven children on roll, of whom one is in the early years age group. All attend a variety of sessions. The childminder attends a local toddler group and collects and drops children off at Ellington First School. The childminder operates from 7.30am to 6pm, Monday to Friday, except for 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 partnerships with parents by inviting them to plan together and think through ideas of how to take children's learning forward, so that children benefit from a shared understanding and joint approach to supporting their progress
- enhance the opportunities for young children to experience a range of tactile and sensory media, such as paint, gloop, jelly and yoghurt.

Inspection judgements

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

The childminder demonstrates a good awareness of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. Effective arrangements are in place to gather relevant information from parents about their children before they start attending. For example, parents complete 'All about Me' sheets for their children. From this information the childminder ensures that activities and toys are made available based on the children's interests. For example, children show an interest in interactive toys so she makes sure these are readily available when they arrive. The childminder regularly observes children during play, and then uses what she sees and hears to inform her planning of routines and experiences. She notices what children enjoy and effectively considers where they need to move onto next in their learning and development.

Children are motivated to learn because the childminder provides plenty of support,

encouragement and guidance. The childminder is actively involved in children's play, encouraging their speech and language development at every opportunity. She uses repetition of language and responds to children's verbal and non-verbal communication, therefore encouraging the development of their communication and language skills well. The childminder stimulates toddler's interest in books by providing them with books that make sounds when the buttons are pressed. Children are inquisitive and the childminder provides activities to encourage them to investigate. For example, they use activity centres with flashing lights and knobs to pull, push and turn. They experiment to find ways to post shapes into the shape sorter. Consequently, this means that children can explore and discover how things work. The childminder helps young children to learn about numbers through daily routines and through familiar nursery rhymes and songs.

Older children have good opportunities to express their creativity as they use scissors, sticky tape, glue sticks and pencils to make their own pictures. However, younger children do not always have the same opportunities to develop their creative skills. This is because the childminder has not fully considered providing them with opportunities to explore a range of tactile and sensory media and materials, such as paint, jelly and gloop. The childminder understands that being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. This is shown in the way she helps children to learn about the world around them in enjoyable and spontaneous ways. For example, they learn how to care for living things as they help to take care of the family guinea pigs. The childminder uses her push bike to transport children giving them a totally different perspective on their environment. Older children also have good opportunities to see animals in their natural habitat as they observe them from the bird hides in the local nature reserve. Children's attendance at the local toddler groups enable children to socialise with their peers and further engage in a range of activities. All of these experiences ensure that children gain a broad range of skills to support the next stage in their learning for example, starting school.

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

Children are at ease in the childminder's care; they happily go to her for comfort, reassurance and support. The care with which the children are nurtured ensures that warm supportive relationships are well-established with the childminder. This successfully fosters children's emotional well-being. Flexible settling-in procedures help children to adjust at a pace that reflects their needs and parental requirements. As a result, they are at ease and this ensures a smooth transition from home into the care of the childminder. During this period, the childminder collates relevant details from parents, such as home routines and children's specific needs and preferences, which helps her to plan for their individual needs.

The childminder offers a comfortable, inviting, child-friendly environment, where children have plenty of space to play and rest. Children make independent choices because a good variety of resources are accessibly stored in boxes on the floor of the lounge and conservatory. Children develop personal care skills that are appropriate for their age and stage of development. The childminder supports their growing independence through praise and encouragement. She has a consistent approach to behaviour management. The

childminder carefully takes into account children's individual needs, level of maturity and capabilities when she helps them to understand how what they do affects others.

The childminder helps children to learn about healthy lifestyles through a variety of spontaneous and thoughtfully planned activities. They learn basic hygiene practices and follow the good role model set by the childminder, who maintains hygienic practices to prevent cross-infection. In the main, meals are provided by the parents while the childminder complements these by offering nutritious snacks, such as fresh fruit. Children access the outdoor environment on a regular basis and enjoy plenty of opportunities to exercise and expend energy. They also enjoy a variety of outings within the local community. For example, they attend activity sessions held at the local community library and feed the horses in the field nearby. In this way, children learn about diversity within their community and the surrounding area. Children are learning to keep safe. For example, they know that they must wear a safety helmet when riding with the childminder on her bike. Alongside this, they also practise road safety and know what to do in the event of a fire because they participate in regular fire drills. This promotes children's safety well.

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

The childminder demonstrates a good understanding of her responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She is aware of the requirement to provide a written summary of children's development in the prime areas when they are aged between two and three and she is assembling clear records to support this. Children are safeguarded well as the childminder is confident in her ability to recognise the early signs and symptoms of abuse. She has a clear safeguarding policy, which guides and informs her practice, as well as keeps parents informed of her legal roles and responsibilities. This reassures parents and carers that their children are safe and well-cared for. In addition, the childminder has completed online training which has refreshed her knowledge and understanding of safeguarding matters. She is very aware of the need to ensure that the environment in which children play and rest is safe, and carries out daily visual risk assessments of her home. Comprehensive policies and procedures and a clear evacuation procedure, are in place to ensure children's welfare is effectively safeguarded and promoted.

The childminder works with parents to provide appropriate care and support for children. All required information is gathered from parents, for example, emergency contact details and permission to administer any necessary medication. Together with the information obtained from parents, when their child first starts and the childminder's own observation and assessment, she is able to identify what children already know and can do. This enables the childminder to plan for each child's next steps of learning, based on their prior knowledge, existing skills and abilities. However, the next steps in children's learning are not routinely shared with parents, so that they are fully aware of their developmental needs and can further enhance children's learning at home. Feedback from parent and children questionnaires demonstrates their satisfaction and confirms how happy children

are in her care. The childminder is clear about sharing information between settings when children attend more than one provision. This helps with a smooth transition to school and enables them to work together to support children's learning and identify any gaps.

The childminder is reflective in her practice and has made significant improvements since her last inspection. For example, she has introduced effective systems to monitor children's progress and improved children's safety through first aid training and implemented effective risk assessments. This has a positive impact on children health and has also helped her to identify any potential safety risks to children. The childminder has a good idea of her strengths and weaknesses and has started to consider her priorities for improvement. The childminder describes her main strength as the positive way she interacts with the children in her care and her ability to provide enjoyable and stimulating experiences. The childminder routinely evaluates activities and invites parents and children to express their views about what they enjoy and would like to do in the future. Furthermore, she has completed a National Vocational Qualification at Level 3 and this learning has reinforced her existing knowledge and raised her awareness of relevant issues.

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
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	403166
Local authority	Northumberland
Inspection number	819272
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	18/03/2010
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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