

## Inspection date

28/06/2013

Previous inspection date

28/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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's behaviour is good. This is because the childminder provides clear, consistent messages about expectations and boundaries within her home.
- There is a strong partnership with parents, as the childminder keep them fully informed about their child's experiences and learning. She gains valuable information from parents about children's learning at home, to help meet their individual needs.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well targeted to support children's achievements over time.
- The childminder provides a warm, welcoming environment, which enables children to show high levels of curiosity and make independent choices.

### It is not yet outstanding because

- Opportunities to further enhance children's very good language and communication skills are not fully developed. This is because the childminder does not always wait for them to 'think' about what they want to say and respond appropriately when asking open ended questions.
- There is room to strengthen the highly focused partnerships with other settings children attend, so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.

## 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 children's activities and the areas of the home that they have access to.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details and a sample of policies, risk assessments and safeguarding procedures.
- The inspector took account of written comments provided by parents for the purpose of the inspection.

## Inspector

Nicola Jones

## Full Report

### Information about the setting

The childminder was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children aged 22 and 17 years in a house in Jarrow, Tyne and Wear. The whole of the ground floor and the rear yard are used for childminding. The family has a cat, rabbit, squirrel and a number of reptiles as pets. The childminder holds a foundation degree in early years studies.

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

There are currently five 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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

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

- develop further opportunities for children to develop effective communication and language skills by; waiting for them to think about what they want to say and put their thoughts into words when asking open-ended questions
- reflect on and develop ways to strengthen the relationship with other settings children attend, so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

## Inspection judgements

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

The childminder is an experienced, qualified childcare practitioner. She has very good knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support children's learning and development. She provides an extensive range of toys, equipment and resources, in the dining and front room areas of her home, covering all areas of learning. A photograph album is available for children to look at. This enables

them to make independent choices and express preferences about the types of activities and resources available for them to access and play with. The quality of teaching is good and occasionally, outstanding. The childminder joins in children's play sensitively, fitting in with their ideas. For example, when children play with a dolls pram, the childminder gently rocks the 'baby' and talks in a whisper when informed she is asleep. Children are encouraged to explore, both in the indoor and outdoor environments and enjoy the responsibility of looking after a wide range of animals and creatures within the home. They extend their knowledge of living things through regularly caring for rabbits, reptiles, snails and a squirrel.

Children thoroughly enjoy the time they spend at the childminder's home and make good progress in their learning, based on their starting points. They develop effective communication and language skills, when they play with puppets with the childminder and giggle and laugh when it hides underneath a blanket. They ask questions and make comments, such as 'Where is he?', 'I can't see him anymore'. The childminder makes good use of different voices, which successfully engage children and encourages them to join in the play. The childminder responds and repeats what children say in the correct way, rather than saying they are wrong. This gives them the confidence to try to say new words and phrases. However, opportunities to develop children's expressive language skills even further are not provided. This is because the childminder does not always allow sufficient time for children to think about what they want to say and put their thoughts into words when she asks them open-ended questions.

Children develop a good range of skills that will support their readiness to move onto the next level of their learning. The childminder encourages them to begin to use mathematical language. For example, she uses vocabulary, such as 'circle' and 'triangle' when children play with soft toys designed to encourage awareness of shapes. Children's early number skills are developed when they count the number of cars attached to a large magnet and the number of eggs in a basket. A broad range of experiences are provided to develop children's physical skills. In the indoor environment, children enjoy putting clothes onto dolls, write with crayons, chalks and pens and play with small world equipment. In the outdoor environment, children ride on a variety of bikes and cars and practise movement skills through games with hoops, balls and skipping ropes.

The childminder has very good planning and assessment procedures in place. She knows and understands the individual needs of children well and provides them with opportunities to extend their learning. Children have individual learning journal books containing a range of good quality observations. This information is linked to the Early Years Foundation Stage and the childminder describes how next steps in development will be achieved. Children's progress is tracked using Development matters in the Early Years Foundation Stage guidance materials; this ensures strengths and weaknesses are identified and there is a clear link between assessment and planning procedures. Excellent opportunities are provided for parents to engage in their child's learning. The childminder provides postcards for parents to complete to gain information about their child's learning at home. She uses this information to guide her planning and to plan for children's next steps in development. This means there is shared knowledge and understanding of each child, which ensures their individual needs are effectively met.

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

Children behave well in the childminder's home and when they go on outings. This is because a clear policy and procedures are in place outlining how the childminder responds to changes in children's behaviour. She uses techniques, such as distraction, to divert children's attention away from conflict and uses clear and concise language when giving instructions. Children develop a sense of belonging in the home as they are involved in the development of house rules. This is shared with parents to maintain a joint approach. The childminder is a good role model for children. She believes in leading by example and demonstrates good manners and respect for others at all times. Children learn about safety within the home environment as the childminder provides regular prompts about keeping the rooms safe. For example, they are encouraged to pick toys up from the floor to avoid tripping over. This helps children to gain a sense of well-being when they are encouraged to take responsibility and to join in by helping with manageable tasks.

Children are happy and content and thoroughly enjoy visiting the childminder's home. Parents are equally satisfied with the service provided and make comments, such as 'I am extremely happy with the level of care my child receives and the progress they have made'. A warm and welcoming environment is provided and the childminder provides loving and consistent care, responding to children's individual needs. This ensures they form secure attachments and are happy and settled in her care. For example, children enjoy frequent cuddles from the childminder, especially when they are upset. The childminder manages the introduction of new children and settling-in procedures very well. She finds out as much as she can from parents about children before they begin attending, so that routines can be followed and preferences observed. For example, parents complete an initial child profile and share information regarding developmental needs, family set up, comforters and specific dietary requirements. This ensures children are well supported when they move from their own home into the care of the childminder and continuity is provided in their learning, development and welfare needs. Children are equally well supported when they go to maintained nursery and school. They visit their new surroundings, meet new teachers and enjoy attending a variety of events, such as plays.

The childminder provides children with fresh, healthy and nutritious meals and ensures they can access drinking water at all times. She provides a wide selection of fresh fruit and introduces children to new tastes and textures. The childminder supports children's independence well and helps them to develop good hygiene routines. For example, washing their hands before eating and after using the toilet. Children are provided with daily opportunities to be physically active. They access the outdoor yard area and regularly make visits to the local park and access other facilities in the area. This has a positive impact on children's sense of well-being and all-round development.

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

The childminder demonstrates a good understanding of her responsibility to ensure that she meets the safeguarding and welfare requirements and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There is a comprehensive set of policies and procedures in place, covering all requirements and containing up-to-date information. For example, the safeguarding policy contains information regarding the use of mobile telephones and cameras. All documentation is well written and supports the childminder well in managing the service she provides.

Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and knows who to contact should she have any concerns. She establishes good working relationships with parents and ensures clear policies and procedures are understood as part of her introduction to her childminding service. The childminder has a paediatric first aid qualification and keeps written records of all medication administered to children. She has a first aid box, which is accessible at all times, with appropriate content for use with children. Children are further safeguarded as the childminder's home is safe and secure and doors are locked at all times.

The childminder monitors the educational programmes to ensure all areas of learning are covered in depth and that they provide suitable challenge for children. She reflects on activities and uses this information, along with her secure knowledge of children's interests, to help with future planning. The childminder has an accurate understanding of all children's strengths and weaknesses and knows if early intervention is required. There are plans to develop this process in the future to gain a more in-depth understanding of the progress children make over time. For example, the childminder plans to develop documentation to show how different groups of children are developing.

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. The childminder has a selection of written comments from parents, which demonstrate how satisfied they are with the service she provides. Partnerships with the local school are developing and the childminder has been proactive in her approach to sharing information with other settings children attend. However, there is room to strengthen these partnerships, so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements. The childminder has good links with the local children's centre and regularly takes children to toddler groups. She attends local childminder drop-in sessions and builds relationships with other practitioners in her area to enhance her knowledge and skills and develop her service further.

The childminder shows commitment to her professional development and holds a foundation degree in early years studies. This has a positive impact on her practice and supports her in making all-round improvements to the care she provides. The childminder continually reflects on the service she provides and demonstrates a strong drive to improve. She has completed the Ofsted self-evaluation form and has good awareness of the strengths of her practice and is clear about areas for improvement. She obtains verbal and written feedback from parents about her provision and acts upon comments made. Children's perspectives on her service are gathered through talking and reviewing activities, enabling the childminder to gain a deeper understanding of their point of view.

### **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

<b>Unique reference number</b>	312452
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	899917
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/01/2010
<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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