

**Inspection date**

20/08/2013

Previous inspection date

08/09/2009

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

3

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**

- The childminder uses effective questioning during activities, which encourages children to think creatively and solve their own problems.
- Children are happy and secure in the daily routines because the childminder has built up warm and close relationships with the children and their parents.
- Children are effectively safeguarded as the childminder and assistant have procedures and assessments in place to minimise risk and to keep children safe.

**It is not yet good because**

- Planning and observations are not always fully matched to individual needs and interests of each child. As a result, children are not always effectively challenged.
- There is scope to improve the organisation of resources in the indoor environment to fully develop opportunities for children to make independent choices.
- Self-evaluation is not fully established to include the views of parents and children or to identify clear targets to show how the provision will continually improve.

## 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 throughout the provision in both indoor and outdoor spaces.
- The inspector looked at children's assessment records, a range of policies and procedures, registration and consent forms.
- The inspector carried out a joint observation with the childminder and spoke to her at appropriate times throughout the inspection.

## Inspector

Amy Armstrong

## Full Report

### Information about the setting

The childminder was registered in 2000 is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 18 and 19 years old, in the Marsden area of South Shields. The childminder's 18 year daughter is registered as a childminding assistant. The whole of the ground floor and the bathroom located on the first floor of the childminder's house are used for childminding purposes. There is an enclosed garden for outside play. The family has a pet cat.

The childminder is currently minding nine children in total, one of whom is in the early years age range on a part time basis. The childminder cares for children on weekdays from 7.30am to 6pm for 47 weeks of the year. The childminder walks children to and from local schools, visits local parks, shops and the seaside on a regular basis.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the planning for children's next steps of learning so that their development is consistently identified and they have a sufficient range of challenging opportunities and experiences that reflect their interests and learning needs to enable them to make good progress.

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

- maintain a clear focus for self-evaluation to fully include the views of parents and children, to target improvements and to raise the overall quality
- enhance the indoor environment to ensure resources are accessible to encourage children to make independent choices.

## Inspection judgements

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

Children are happy and secure whilst in the care of the childminder and assistant and, consequently, make satisfactory progress in their learning and development from their starting points. There is a variety of activities offered that covers the educational programmes and the seven areas of learning. However, the planning and observations of

children's next steps in learning are not fully matched to each child's individual needs or interests or the Early Years Foundation Stage in order to challenge them effectively. They each have their own file that contains observations, photographs and pictures that they have done. Children enjoy looking back at the activities and comment upon what they have enjoyed. For example, using fishing nets to scoop numbered balloons from the paddling pool. Parents are encouraged to contribute to their child's development files and these can go home for parents to look at. The childminder and assistant have completed the progress check at age two which covers the three prime areas of learning and development. Parents were provided with a written summary of this to share with the child's health visitor.

Children clearly enjoy their time spent with the childminder and assistant. For example, children love to play outside in the garden, planting and growing herbs, picking apples and pears from the trees, climbing and exploring the large climbing equipment and playing hide and seek with friends. Children's physical development is well promoted as they have to space and freedom to move around in the large garden. They enjoy a range of early writing activities indoors using a variety of writing materials, such as pens, pencils and chalk. Children are able to recognise numbers on a dot to dot exercise, joining the dots and numbers together using good pencil control. There are fewer opportunities indoors for children to access resources independently and to make their own choices. They ask the childminder and assistant for resources when they would like to play with something different which sometimes prevents them from exploring and finding things out for themselves.

The childminder supports children's communication and language skills well through age-appropriate discussion and skilful open-ended questioning during activities. For example, she asks them 'what will happen next?' and 'what number will come next?' during a mathematics activity. Children are confident in counting in rote up to 10 and are developing mathematical skills appropriate to their age. They are able to identify some colours that they use to colour a picture. However, the childminder does not challenge the children by extending the activities to see if they are capable of developing their skills further.

Children are developing their social skills as they enjoy daily visits to a number of local amenities, such as the park, museums and the seaside. This prepares them well for school by enhancing their confidence and self-esteem within larger groups of children.

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

Children are happy and settled with the childminder and assistant as they have built up warm and secure emotional attachments with them. They are confident with their daily routines and these are flexible enough to allow children choice of when they would like snack or lunch. The childminder and assistant work effectively with parents, gathering information of the child's likes and dislikes. They are encouraged to contribute to their children's learning by having access to their developmental files and progress checks. Parents receive a newsletter once a term that informs them of activities that they will be doing and outings that they will be going on. It also provides parents with reminders, for

example, hats and spare clothes for outdoor play and annual holidays.

The outdoor area is well equipped and children are able to choose from a wide range of toys and resources. Children are able to make independent choices outdoors and follow their own interests by making up games like hide and seek and den building. The indoor area requires the children to ask for resources as they are not readily accessible. This means that they cannot independently select resources to play with and they require frequent support and reassurance from the childminder and assistant to access activities.

Children play in safe indoor and outdoor environments. These are followed up with effective risk assessments, policies and procedures. The childminder and assistant carry out a health and safety checks each day on both the indoor and outdoor environments and the equipment to identify additional hazards that may pose a risk. Children are beginning to learn to manage risk safely and they are gently reminded of how to keep themselves safe. For example, as they manage to climb large climbing equipment and to sit down on the slide before sliding down. The childminder and assistant manage children's behaviour well by setting age-appropriate rules and boundaries. Therefore, children behave well and are reminded of good behaviour choices. The childminder and assistant also offer lots of meaningful praise, which raises children's self-esteem and confidence. Children are forming close friendships, which shows they are developing the appropriate social skills as they play and cooperate with others.

The childminder and assistant have developed children's self-care skills by encouraging them to use the toilet independently and showing them how to wash their hands correctly. They are aware of the importance of washing hands before meal and snack times and after being to the toilet and playing outside. Children are becoming aware of healthy eating and where food comes from. They have planted herbs and vegetables in the garden and can pick apples and pears from the tree to make apple pie.

The childminder has developed links with local nurseries and schools that some of the children attend. She understands the importance of smooth transitions and supports them to take the next steps in their learning. The childminder encourages children to develop the acquired skills in preparation for their move to nursery, for instance, showing them how to use the toilet independently.

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

The childminder and assistant have a thorough understanding of safeguarding children and the childminder has attended training to ensure that she has up-to-date knowledge of how to keep children safe. Most of the records, policies and procedures are comprehensive, covering the requirements of the Statutory framework for the Early Years Foundation Stage. The childminder and assistant have a first aid certificate and have effective systems in place to record accidents, incidents and medication. The premises are secure at all times and extra locks on doors have been fitted, which are out of children's reach for extra security. The outdoor environment is equally as safe and secure. All gates are locked at the childminder and assistant are vigilant for potential risks and hazards.

Parents are kept informed of how their child has been at the end of each day. This is usually done verbally or for the younger children it is recorded in a diary. Parents are informed of any accidents that have occurred and are expected to sign the accident form. The childminder links with other schools and nurseries so that she can provide continuity of care for the children and support their learning and development effectively.

The childminder understands the importance of monitoring the quality of teaching and shares information effectively with her assistant. They work together in planning and implementing activities and also in recording and observing the children. However, observations are not always linked to the Early Years Foundation Stage, which makes planning for future activities difficult, as the age and stage of the child is not clearly identified. Most of the outings, activities and training courses are carried out together and the childminder is able to supervise this effectively.

Self-evaluation is not yet fully effective in driving forward improvements to raise the overall quality and parents and children's views are not fully included. Strengths and weaknesses are identified, but the priorities for improvement have yet to be implemented. The childminder has addressed all recommendations and areas for improvement from the last inspection which shows that improvement has been made in these identified areas.

The childminder has received no support or guidance from the local authority and has actively gained support for herself and her assistant from local nurseries and other childminders on how to meet the requirements of the Early Years Foundation Stage. They both have an understanding of the Statutory framework for the Early Years Foundation Stage and what they need to do to ensure the requirements are met.

### **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>	312443
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	876901
<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>	5
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2009
<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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