

Inspection date

Previous inspection date

19/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy and settled. They enjoy loving and affectionate relationships with the childminder and her family.
- 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.
- Children are skilled and confident communicators. They assertively express themselves and show good levels of curiosity and imagination.
- The childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.

It is not yet outstanding because

- Opportunities for all parents to support and share information about their children's learning and development at home is not maximised.
- Opportunities to support children in making independent choices about what they play with are not extended.

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 had a tour of the premises and observed children playing.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including the childminder's self-reflection document, children's learning journals and a sample of policies and procedures.
- The inspector also took account of the views of parents in the written questionnaires provided for the inspection.

Inspector
Karen Tervit

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged one year in Blaydon, Tyne and Wear. The whole of the ground floor is used for childminding. There is a rear garden available for outdoor play. The family has a dog.

The childminder attends local toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except family holidays. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning
- extend the opportunities for children to make independent choices, for example by displaying pictures as well as words on storage boxes that contain toys and resources.

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 learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She works closely with parents from the start to support children's learning. She gathers information from parents about what their children are interested in and what they can do at home. This is combined with initial observations to identify children's starting points. Individual learning journals are in place for all children; these include photographs, examples of children's work and observations of them at play. These are linked to the seven areas of learning and are used effectively to identify the next steps in children's learning and assess their progress. Children thoroughly enjoy looking at their learning journals and those of their friends, recounting activities they have particularly enjoyed. The childminder provides

interesting and challenging experiences that meet the needs of all children, both within her home and on regular outings. Consequently children are interested and keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as, moving onto nursery or school. The childminder engages fully in all aspects of children's play and skilfully extends their language through her good use of open-ended questions and discussions. For example, the childminder encourages children to describe how they are decorating their plants and to think about what they will need to do next. As a result, children are articulate and confident in their speech as they describe the colours of paint they are using, telling adults they will need to fill them with soil and put the seeds in. The childminder extends this learning by talking about how they will have to remember to water them and watch for the seeds sprouting. Children remain focused on this activity for extended periods of time. They chat to each other as they use different sized paint brushes and decide if they need to paint the inside or not. The childminder successfully supports them in making choices about their play as they use lots of recyclable materials, glue, sticking tape and scissors to create their own trucks and trains.

Children independently choose books from the appropriate range and they sit turning the pages of the book and reading to each other. They enjoy listening to stories the childminder reads to them and older children are able to predict what happens next and join in with the story. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. They are regular visitors at local zoos, museums and science centres. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. Children confidently describe the, 'dungeon and dragon' obstacle course they designed in the garden stating they had to go, 'under, over and through' various pieces of play equipment. The childminder sensitively recognises some children are more reluctant to walk when they visit a local shopping centre so she provides them with colour coded maps and sets them tasks of planning the routes to be followed.

Parents comment that they are happy with the progress their children make in their learning and development. The children's learning journey files are shared with parents and written information provides details of where their children are in their developmental areas. However, the childminder has not yet extended the opportunities further for all parents to share and contribute information about their children's learning and development at home. Therefore she is not able to make full use of this information to inform her planning and maximise children's progress in their learning.

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

The childminder provides a bright, welcoming and safe environment for children in her care. She takes time to meet with parents and children before she starts offering childcare. She finds out all about the children and their early experiences, including their

routines and care needs. As a result, children form strong, positive and secure relationships with the childminder and her family. Parents comment positively about the way their children have settled, stating, 'their child enjoys interacting with everyone and she has settled well from the start' and that they, 'appreciate the childminder's kind and caring nature'. Children's behaviour is good as the childminder models positive behaviour. For example, the childminder speaks in a calm, quiet manner and listens closely when children talk. She uses good manners, such as saying, 'please' and 'thank you'. Consequently children require very little prompting to use good manners themselves when asking for toys or sharing out resources. The childminder gives positive praise at every opportunity, which increases children's confidence and self-esteem. For example, she thanks them for waiting patiently while she is getting her own child to sleep and gives them a 'high five' for persevering in joining items together to make their train.

The childminder's home is suitably organised and welcoming. The living room is set up so children can generally independently access a wide range of toys and activities. However, not all the contents of boxes are visible or labelled to assist children in making even more informed independent choices. The childminder provides healthy meals and snacks for children. She often involves them in preparing these, for example, they make their own Mexican fajitas and Italian pizzas. The childminder chats to them as they eat, encouraging them to try new foods each week, such as fresh avocado and mango. Children know that in hot weather they must drink often in order to feel well and keep cool. As a result, children understand about healthy food and drink. Children have daily opportunities to experience fresh air and exercise. They play in the garden on the swings, slide and sit and ride toys. Children join in enthusiastically with the actions of the morning 'shake up and wake up' song and dance routine and they explore larger equipment at the local park. They gain an awareness of risk taking and how to keep themselves safe as they play on the large equipment, handle scissors safely and learn to sit on chairs correctly. The childminder talks to children about sun safety, and the importance of using sun cream, wearing hats and staying in the shade. Children learn about road safety, with children confidently explaining to adults about needing to stop to look and listen for traffic before crossing the road. Consequently, children are learning how to keep themselves safe when on outings or playing.

The childminder supports children well to develop the confidence and necessary skills they need as they move onto the next stage in their learning at nursery or school. This is done through everyday routines, such as sensitively encouraging children to use the bathroom independently and put on their own shoes. Alongside this, she takes them to see the school they are due to move onto and talks about the staff by name, to promote conversations and raise children's awareness. She also accesses regular sessions at community groups to help children mix with larger groups and develop their social skills.

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

The childminder has a good 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 good range of child-initiated and adult-led experiences, which are interesting and varied.

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. 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 keeping parents informed of her legal roles and responsibilities. This reassures parents that their children are safe and well-cared for. The childminder ensures all legally required documentation is in place and up to date, for example, children's details and records of attendance. The childminder promotes children's safety well. 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. The childminder has a current first aid certificate, further protecting children in the event of a minor accident or injury.

The childminder is dedicated to offering good quality of care for the children and their families. She clearly reflects on her practice and has developed a simple document analysing her strengths and areas for improvement. The childminder uses this to set clear targets for her future development. She uses on-line resources and childcare publications to keep her practice up to date. Alongside this, she also shares good practice with another childminder and gains feedback from parents to enable her to shape her provision to the needs of the children she is currently caring for. The childminder has a clear aim of helping children to make good progress in their learning and development, while having an enjoyable and interesting time. Relationships with parents are positive and the childminder keeps them fully informed on a daily basis of their children's progress and welfare, through daily discussions and telephone calls. Parents comment positively stating the childminder, 'always has time to talk through the children's day'. The childminder has regular contact with the nursery children attend. She reads the newsletters, speaks with staff and talks to children about activities they particularly enjoy. For example, children are particularly interested in vehicles at nursery so the childminder regularly takes them to the local railway crossing to see the trains.

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	EY458150
Local authority	Gateshead
Inspection number	906416
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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