

Inspection date

Previous inspection date

02/09/2013

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

- The childminder's practice is based on a secure knowledge and understanding of how children learn and develop. She has developed effective systems to monitor and track children's progress and their next steps. Consequently, children are making good progress.
- The childminder provides warm and attentive care to the children and fosters the development of strong emotional attachments. As a result, children are content and confident in her care.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children can use all areas of the home and the garden safely in their play.
- Children benefit from the good links the childminder has established with parents. The childminder shares information about her setting, children's daily activities and care routines to keep parents fully informed.

It is not yet outstanding because

- There is scope to improve the range of resources that encourage babies and young children to use all of their senses.

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.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children at different times throughout the inspection.
- The inspector took account of parents' views, through written documentation they had provided for the inspection and the information from the settings self-evaluation.

Inspector

Janet Fairhurst

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 adult child in Blyth, Northumberland. The whole of the ground floor and the rear garden are used for childminding. There is currently one child on roll. The childminder operates all year round from 8am 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:

- enrich babies and young children's opportunities for investigations of their senses, for example, by providing a range of everyday objects for them to explore and investigate, such as handling brushes, wooden objects, metal utensils, fabric and scented materials.

Inspection judgements

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

The childminder fully understands how to promote the learning and development of young children, and provides a range of experiences that motivate and capture their imagination. She exchanges information with parents about what children know and can do and regularly observes children throughout the day. The childminder has developed informative learning and development journals, which include her observation records and photographs of children engaged in play. These enable her to monitor and assess children's progress, and identify any areas for development. Parents are actively encouraged to view these records and the childminder invites them to record comments about their children's progress and interests at home. Subsequently, the childminder effectively uses this information to inform her future planning and suggest ways that parents can support their children's learning and development at home and in her setting.

Children have great fun with the childminder who is highly attentive to the needs of children in her care. She devotes uninterrupted time to respond to their interests, supporting them extremely well. The childminder promotes children's early communication. For example, when a child puts his arms out, she picks him up, and uses simple words to ask 'do you want a cuddle?' When the child babbles the childminder reaffirms his sounds by copying him. These immediate and attuned responses tell children that their communications are important and effective, and encourage them to continue to develop these skills. The childminder understands the importance of building young children's confidence gradually. She achieves this through encouraging social exploration

in small, nurturing environments before branching out into bigger groups. For example, the childminder visits other childminding settings, and when she feels young children are ready she gradually introduces them to toddler groups. This helps young children to become more confident in social situations and at a pace that suits them.

Young children are beginning to show curiosity about toys; they are starting to explore the toy boxes and the environment. However, there are fewer opportunities for children to explore and discover textures and shapes using their senses of observation, touch and smell. Young children thoroughly enjoy the childminder's participation in their play. For example, they watch closely as the childminder builds a tower, and they beam with delight as they knock them down. This fun, spontaneous play helps young children to develop an awareness of cause and effect. The childminder is gradually introducing books into young children's play. This builds their interest and love of books. Good opportunities are provided for children to develop their understanding how things work. For example, they use a variety of musical toys and interactive resources and younger children show their delight as they tap buttons to see what happens next. The childminder describes how she helps prepare children in making the transition to new settings, such as nursery or school, by constantly building children's self-esteem and developing their independence. Therefore, they are well prepared for the next stage in their lives.

Young children have ample room to move and perfect their walking skills, supported well by the childminder. Through discussion she describes how she helps older children to develop physical skills as they have opportunities to play ball games, play on the slide and swing and have space to run around and expend energy. She also takes full advantage of her location and regularly visits places of interest, such as the beach. This combined with their regular visits to the local park and shops means that children are beginning to develop a good understanding of their environment and sense of community.

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

Children are happy and secure within the childminder's home as she builds positive, nurturing relationships with them and responds to their individual needs. She offers a comfortable, inviting, and child-friendly environment where there is plenty of space for them to play and rest. The childminder gathers vital information about the children prior to them starting at the provision. These include both the care needs of the child and their learning and development. She uses this information to plan experiences that are familiar to children and invests time in settling children in. This helps children to make a smooth transition into the childminder's care. The childminder makes the effort to find out about children's home routines. For example, feeding and sleep times this enables her to follow them in order to provide consistency and continuity. The childminder understands that children's emotional security is important, so when children wake they are and given lots of cuddles and verbal support to integrate back into the play. Children enjoy easy access to a good range of age appropriate resources which are rotated in response to children's interest in their play.

Parents are expected to provide a healthy diet for their children in line with the childminder's healthy eating policy. The childminder describes how mealtimes are relaxed

occasions where children and the childminder interact, eat together and enjoy each other's company. Young children are actively encouraged to have a go at feeding themselves and show growing confidence and ability when holding their drinking cup. Through discussion the childminder outlines how she helps to promote older children's independence in relation to self-care, and how she supports this through good role modelling, encouragement and praise. Children have daily opportunities to be outdoors and enjoy the fresh air when walking to the beach or local parks. The childminder demonstrate a secure understanding of how to manage children's behaviour and use methods, which reflect children's level of maturity and understanding.

The childminder gives high priority to children's safety and has good measures in place to keep children safe and secure. For example, she asks any visitors to sign in when they arrive so that she has a record. She places cushions around the fire hearth, and prevents children gaining access to the kitchen with the use of safety gates. The childminder talks about how she teaches older children about road safety and how emergency evacuation drills are carried out with them. This means children are able to play in a safe environment and are protected from harm.

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage. She instinctively uses information collated from parents and her initial observations to plan activities for them which they are interested in and which she thinks will help them progress. The childminder carefully and sensitively observes and assesses children's progress and has a very clear understanding of each child's level of development, so that she can support their next steps in learning through their chosen activities. Good partnership working with parents complements the process of observation and assessment as she actively seeks parent's contributions and views incorporating home observation into her assessments. Consequently, children are making good progress from their starting points. The childminder 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; she is assembling clear records to support this. The childminder has a good knowledge and understanding of the safeguarding and welfare requirement which ensures children are effectively safeguarded. She is very aware of the signs and symptoms of abuse and has details of the appropriate professionals to use when there is a concern. There are robust safeguarding procedures in place. For example, thorough daily risk assessments of the home, garden and outings ensure that any potential risks to children's safety are consistently minimised.

The childminder has formed positive relationships with parents and works in close partnership to ensure children are cared for in accordance with their wishes. She has developed good written policies, which underpin the service well, and shares these effectively with parents keeping them informed of her responsibilities. Daily chats ensure that important information about children and their family lifestyle is shared. This is backed up with written information included in the child's daily diary, assessment records and frequent texts, which enables her to share children's special 'wow' moments with

them. This means that the childminder and parents work well together for the benefit of the child. Written feedback from parents is very positive and demonstrates their overwhelming satisfaction with the service and care they receive. The childminder is not currently caring for children who attend other settings. However, she fully appreciates the importance of liaising with other early years settings to support children's continuity of care.

The childminder has completed a detailed self-evaluation and she continuously reflects on her practice and seeks ways to improve. She is committed to making ongoing improvements and is well aware of her strengths and areas for development and has a clear vision for the future. The childminder has attended some training courses to develop her practice and continues to identify courses that she feels will enhance her knowledge and skills. For example, she has completed an online safeguarding course, and will soon be undertaking a food hygiene course. Parents are actively encouraged to share in the childminder's self-evaluation as they are invited to complete questionnaires and often discuss any changes that are made. The childminder proactively researches good practice, and seeks ongoing support from local authority advisors and other experienced childminders. This enables her to make well-targeted improvements to benefit the children in her care.

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	EY460092
Local authority	Northumberland
Inspection number	909406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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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