

## Inspection date

Previous inspection date

23/09/2013

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

- Children's language development is supported very well because the childminder interacts to a high level, which engages their interest and as a result, effectively supports their learning.
- The childminder develops warm, nurturing relationships with children. This contributes to children developing a secure sense of well-being, in order for them to be effective learners.
- Children's safety is assured by the childminder's commitment to supervise them closely and conduct effective risk assessments that minimise hazards on and off the premises.
- Strong links with parents ensure that they are fully involved in their children's learning. This effective partnership between the childminder and parents fully supports children's happiness, achievement and behaviour.

### It is not yet outstanding because

- Opportunities for children to use reclaimed and open-ended materials outdoors have not been fully maximised.

## 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 garden.
- 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 the children throughout the inspection.
- The inspector took account of parents' views, through questionnaires and the information from the setting's 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 in Shiremoor, North Tyneside with her husband, and her two children aged eight and three years. The whole of the ground floor and first floor bathroom is used for childminding. There are currently four children on roll in the early years age group. The childminder supports children who speak English as an additional language. She operates Monday to Friday from 8am to 6pm, all year round with the exception of family holidays. She holds a level 3 early years qualification.

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

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

- enhance the outdoor learning environment further by offering a range of materials, which children can use and combine in their own way to meet their own purposes, for example, flexible and rigid pipes, logs and planks of wood, netting and cardboard boxes of different shapes and sizes.

## 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 Early Years Foundation Stage. As a result, all children including those who speak English as an additional language make good progress towards the early learning goals. The childminder interacts positively with children and provides a wide range of activities which take into consideration their individual needs and interests. She gathers information about children's starting points through discussion with parents and her initial observations. This helps her to tailor planning to ensure children are engaged and motivated to learn. The childminder makes sure all children are making progress by tracking their learning in line with expected developmental milestones. This ensures that children gain the skills they need to be ready for the next stages in their learning, including school, and that any areas of concern are promptly addressed. The childminder ensures parents are very well informed about children's activities and progress, and how best to support children's learning at home. She encourages them to share home observations and information about family outings and events so she can extend children's learning in connection with their interests. This means parents are actively involved in their children's learning.

Children are well supported in developing their communication and language skills. This is because they benefit from playing in an environment that is rich in opportunities for conversation and discussion. The childminder listens to the children carefully. She asks

appropriate questions and repeats words and extends phrases so that children make progress. This is particularly important when children have English as an additional language. The childminder has sought key words from parents and she uses them throughout her time with the children. The children listen to nursery rhymes and are encouraged to count using both their home language and English. This ensures children hear words which are familiar to them and helps them feel that their home language is valued. Books are easily accessible and they feature prominently in the children's routine. Children choose books independently for their own pleasure, and similarly enjoy snuggling up with the childminder to listen to a story being read to them. The childminder skilfully encourages the children to participate in the story by asking simple questions, such as 'where do you think the big dinosaur is?'. This incidental learning also promotes early mathematical concepts, as it encourages children to think critically about size. The childminder takes the children to a variety of groups throughout the week. These offer good opportunities for children to socialise with their peers, and enhance their experiences. For example, they enjoy creative activities at the childminding group at the children's centre and more physical opportunities at local activity centres and parks.

The childminder uses identified next steps to ensure that children take part in a wide range of adult-led and child-initiated play. For example, she develops children's interest in different textures and making marks through introducing a variety of arts and crafts resources. For example, they participate in painting activities using their fingers and create patterns in gloop and dried rice. Children delight in the attention that the childminder gives them and this supports their personal, social and emotional development strongly. This can be seen as the youngest children invite the childminder to play by sharing toys. The childminder finds out what inspires children and triggers their interest and provides activities and experiences based on this. For instance, a trip to a local museum ignites and builds upon their interest of dinosaurs. Children enjoy playing in the garden using ride-on toys, the slide and trampoline which promote their physical skills well. However, reclaimed and natural resources that children can use, move and combine in a variety of ways outdoors have not yet been fully embraced. This means opportunities for children to play and explore imaginatively are less well promoted.

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

Children settle quickly with the childminder because she understands the importance of fully supporting the transition from home to her setting. Parents and children are invited to visit as often as necessary to ensure that both are happy with the new environment. The childminder takes care to ensure she obtains information from parents about children's preferences and any specific needs and routines on the 'all about me' forms. The childminder's caring, attentive practice enables children to form strong bonds and good emotional attachments to her. She is very attentive towards children's needs and changes in their moods. For example, she recognises when children need to rest and helps them to settle for their morning nap. Children make independent choices in their play because the toys are stored at a low level so that children can reach them easily. This results in them taking an active part in their learning because they are engaged and interested.

Children enjoy a wide range of outdoor activities and a healthy diet provided by the childminder which lays the foundations for children to adopt healthy lifestyle habits. The childminder encourages the children's self-help skills appropriately, relative to their development. For example, they are encouraged and supported to wash their own hands as they learn to take care of their hygiene requirements. Eating together, the childminder supports children to adopt good table manners and encourages them to eat well. The children learn about where food comes from as they help the childminder to collect the strawberries from the garden and to chop their fruit ready for their snack. As a result, children begin to understand the importance of healthy lifestyles.

The childminder has a good understanding of the importance of children's physical development and children gain by taking part in a wide variety of activities to promote their physical well-being. They benefit from plenty of fresh air through daily walks in the community and visits to local parks. The childminder has a clear understanding about behaviour management and is a good role model for young children; she is very positive and frequently uses praise and encouragement to reward good behaviour and effort. This boosts children's levels of self-esteem and confidence. The childminder has good measures in place to keep children safe and secure. For example, when on outings children wear fluorescent bibs, and she teaches the children to cross the road safely. An emergency evacuation plan has been devised and is practised with children. This helps to ensure that the procedure works in practice and helps to develop children's awareness of what to do in an emergency.

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

The childminder has a good understanding of her role and responsibilities in relation to the safeguarding and welfare requirements. She is aware of the indicators of possible abuse and has a clear policy and procedure to follow in the event of a concern. The childminder is very conscientious about keeping children safe from harm and ensures that they are protected and closely supervised at all times. She has completed thorough risk assessments of her house, garden and outings undertaken. The implementation of these successfully minimises potential hazards and risks to children and is effective in keeping them safe and secure. The childminder has a comprehensive set of policies and procedures that underpin all aspects of the welfare and safeguarding requirements. These are reviewed regularly, shared with parents and are implemented in practice by the childminder. This ensures children's well-being is promoted effectively.

The childminder has developed a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She has been effective in transferring her qualifications, knowledge, understanding and skills into her childminding practice. Taking into account the short time she has been caring for minded children she provides a good level of quality care and education. The childminder monitors the educational programme well to ensure that she promotes all areas of learning in a stimulating and challenging way, and adjusts planning to reflect any changes in their interests or needs. These support children effectively in making good progress in all areas of learning. She is aware of the requirement to complete a progress check at age two for children between

two and three years of age.

The childminder develops positive partnerships with parents. She exchanges useful information with them about her business through her portfolio of policies and procedures and shares ongoing information through daily diaries, newsletters and display boards. The childminder also encourages parents to look at the children's individual learning journals and her photographic albums of activities enjoyed and shared. She is aware of the benefits of spending time with parents discussing children's individual needs and routines to help them settle well and has developed a comprehensive 'all about me' booklet to record this and identify their starting points. Parents are very complimentary about the childminder and of the care she provides for the children. The childminder is keen to establish working protocols with other childcare settings to support continuity of provision and transitions, and is working hard to fully embed this area of her practice. The childminder engages in effective self-evaluation to identify her strengths and areas for development. She is proactive in seeking advice from the local children's centre and shares views and good practice with other childminders. She values feedback from parents gained through discussion and questionnaires and this helps her to shape the service to meet their needs. The childminder's positive attitude towards making changes to benefit the children supports her good capacity to continue to improve the quality of the service she provides.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY457918
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	910494
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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