

Inspection date	02/10/2013
Previous inspection date	28/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provides a warm, welcoming environment which enables children to show high levels of curiosity and make independent choices.
- Children's learning and development is effectively promoted as the childminder plans activities based on children's interests.
- The childminder promotes children's self-esteem and confidence through her use of praise and encouragement.
- 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.

It is not yet outstanding because

- Opportunities to enhance children's early writing skills are not fully developed. This is because resources, such as pens, pencils and chalks are not always readily available for children to access.
- There is room to strengthen the good partnerships with other settings children attend so that there is an increased sharing of information that focuses on individual children's learning and development needs. This is in order to provide a more consistent and complementary approach to the support that children 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 observed children's activities and the areas of the home that they have access to.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safety procedures.

Inspector

Nicola Jones

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her assistant, and two children aged 11 and eight years in a house in Prudhoe, Tyne and Wear. The whole of the ground floor, bathroom, kitchen and the rear garden are used for childminding. The family has a pet dog.

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 7.30am to 6.30pm, 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 young children to enhance their early writing skills by; ensuring resources, such pens, pencils and chalks are always provided as part of everyday provision
- reflect on and further develop ways to strengthen the relationship with other settings children attend and ensure that specific information is shared in relation to individual 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 a qualified, childcare practitioner. She has good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and provides a broad range of activities to promote children's development in all areas of learning. The childminder responds well to each child's emerging needs and interests and guides their development through warm, positive interaction. As a result, children enjoy discovering new things and use their senses to explore the experiences available each day. Children are observed regularly and the childminder has a file containing good quality observations and assessments. She

documents learning well and accurately links information to the areas of learning and clearly shows how next steps in learning will be achieved. For example, when children begin to crawl, the childminder plans a range of experiences to extend their physical skills further.

The childminder provides a wide variety of age-appropriate books when children show an interest in reading. She supports children well, shares stories together, and helps them to develop early reading skills, for example, turning the pages. She makes comments when children point to pictures in books, such as trains. In response, children make early sounds, such as 'Too-too', which supports their communication and language development well. Consequently, children make good progress and are well prepared for the next stage in their learning, especially when they move into school. Parents are kept well informed of their child's learning and development and are provided with opportunities to share examples of children's learning at home. The childminder shares information from her observation file with parents and she uses information from home effectively to extend children's thinking. For example, when children bring their favourite toys, she extends their knowledge by offering additional resources and experiences linked to their interests.

Overall, the childminder provides a good selection of age-appropriate toys and equipment in the living room area of her home. This includes resources reflecting children's lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. They are well organised, easily accessible and children make independent choices from the range available. The childminder promotes children's physical skills, generally, well. In the indoor environment, they move with confidence around the living room, balance small blocks to make a tower and press buttons on electronic toys. However, children are not always able to choose equipment to fully develop the physical skills required for early writing. This is because resources, such as pens, pencils and chinks are not always readily available, although they are provided later in the day, when older children come home from school. Children are provided with activities to enhance their large physical movements. The childminder make good use of facilities in her local area, such as soft play sessions, to allow children the freedom to run and pull themselves up on climbing equipment.

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

The childminder provides a welcoming environment where children form good relationships, develop social skills and learn how to manage their feelings. She provides a high standard of care that matches the needs and interests of individual children. For example, she recognises when very young children are tired and talks to them gently when they receive a cuddle. Children clearly have fun and enjoy the time they spend with the childminder. She carefully arranges and resources her environment well and ensures children have time to independently access the stimulating indoor environment she provides. There is a good range of developmentally appropriate toys and resources, which are readily available and most equipment is easily accessible in the living room. The childminder describes how the garden area is not available at this present time, due to construction works. However, children access local parks and other facilities in the area. This ensures children are given ample time and space to enjoy energetic play on a daily

basis. The childminder provides children with fresh, healthy and nutritious meals and snacks 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, visual prompts for hand washing are displayed on the wall next to the sink. This has a positive impact on children's sense of well-being and helps all aspects of their development.

The childminder manages the introduction of new children and settling-in procedures 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. Children make a number of visits prior to starting; gradually increasing the amount of time they spend with the childminder. This eases the transition process and enables the childminder to gain a wealth of good quality information which she effectively uses to inform observations on entry.

The childminder provides guidance for children about what is acceptable behaviour. She provides clear rules and expectations for them to follow while in her home. For example, she ensures toys are put away before children move to new activities. As a result, children behave well in the childminders home. Children learn about safety within the home environment as the childminder provides regular prompts about keeping the living room safe. For example, they are reminded to pick wooden blocks 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.

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

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. Regular, ongoing contact is maintained and the childminder shares a range of good quality information on a daily basis. The views of children are gathered through observation of their non-verbal and verbal communication. The childminder has good links with local services and attends toddler groups and other activity sessions in her area. She has a good relationship with local authority professionals, which helps to enhance her knowledge and skills and further develop her service. Partnerships with local schools are, generally, good. The childminder has been proactive in developing professional relationships with teachers when children attend maintained nursery and school settings. However, there is room to strengthen the good relationship even further, so that there is an increased sharing of information that focuses on children's learning and development needs. This is in order to ensure a more consistent and complementary approach to the support that children receive.

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 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 monitors the progress children make over time. This ensures she has an accurate understanding of all children's strengths and weaknesses.

The childminder gives high priority to safeguarding children. She has a good understanding of her role and responsibilities in protecting children from possible harm and neglect. This is combined with a clear written policy and procedures to follow if she ever had a concern. For example, she maintains a record of any existing injuries children may present with. The childminder is aware of the importance of keeping up to date with safeguarding issues and regularly attends training. She organises her provision well. All required documentation to support the effective management of her setting is in place and the childminder has effectively addressed the action set at her previous inspection. For example, a daily record is kept of the names of children being cared for and the hours they attend. As a result, the childminder has made good improvements to the service she provides since her last inspection.

The childminder continually reflects upon the service she provides and demonstrates a strong drive to improve. She is committed to furthering her professional development and has plans to enhance children's achievements over time. For example, by incorporating a greenhouse into her garden area, she aims to extend children knowledge of the natural world and how things grow. She has good awareness of the strengths of her practice and works well with parents to gather their views about the service she provides through verbal feedback.

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	EY365360
Local authority	Northumberland
Inspection number	821106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/03/2011
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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