

Inspection date	24/09/2013
Previous inspection date	24/11/2009

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 knows the children extremely well and builds on their interests effectively. As a result, Children are motivated to learn because they enjoy a range of stimulating activities, matched to their individual interests.
- Children make good progress in their communication and language development because the childminder models language effectively and is a good role model.
- Children make good progress in counting because the childminder incorporates opportunities for this into her daily routines.
- Children settle very quickly into the setting and are happy in the childminder's care because she has well thought out settling in procedures, which enable her to form caring relationships.
- Children behave well in the setting because the childminder sets clear boundaries.

It is not yet outstanding because

- Children have less opportunity to solve everyday problems for themselves because the childminder is eager for them to succeed and steps in quickly.
- There is room to develop the organisation of resources, so that children can see the full range of resources available to them, enabling them to follow their individual interests and make independent choices to support their learning further.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities in the home.
- The inspector viewed a sample of documentation, including children's learning journeys.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the residential area of Low Fell in Tyne and Wear. The home is close to local amenities, such as shops, primary schools and playgroups and is easily accessible. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes and there is an enclosed garden to the rear available for outdoor play.

The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, two of which are in the early years age group and attend on a part-time basis. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family holidays. The childminder cares for children with English as an additional language. 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 children's ability to persevere when they encounter problems in their learning by ensuring that they are given the time and space to try things out for themselves in order to find solutions to everyday problems
- enable children to make independent choices more easily by making the good range of resources more readily available for them to use.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. The childminder recognises the importance of children learning through play and plans a range of fun activities to support further learning. For example, the childminder sets up a magnetic colour sorting activity to help children recognise and sort colours. The childminder knows where children are in their learning because she observes children constantly to find out what they have achieved and what they enjoy doing. The childminder highlights where children are in their learning in relation to the areas of

learning and identifies areas where they need further support. For example, the childminder sets up an activity with play food to develop a child's everyday vocabulary in a play context. She also incorporates interests from home into her planning. As a result, the learning needs of all children are successfully met and all children, including children who speak English as an additional language, make good progress in relation to their starting points.

The childminder develops and extends communication well. She has taken part in the training programme 'every child a talker' and this has had a positive impact on her provision. She talks to the children constantly, and repeats and extends what they are saying. She labels everyday items as children play with them. For example, when children are playing with toy food; she labels the egg, milk and lid. As a result of this, later on in the session, a child finds the egg when asked, and says; 'look lid' when she finds it nearby. Consequently, all children make good progress in communication and language. The childminder ensures there is a space for books and children enjoy looking at books and talking about the pictures. The childminder promotes counting throughout her everyday routines. For example, children count as they go up and down the stairs and count the eggs in the egg box as they tidy up. These activities enable children to develop confidence with counting and as a result, they can count to 20 and begin to count objects accurately in their play. These skills effectively prepare children for the next stage in their learning.

The childminder supports children's developing literacy skills. They enjoy drawing and colouring and begin to learn about letters as they complete an alphabet puzzle. The childminder helps children to complete the puzzle by showing them where pieces go and helping them to turn pieces the correct way when they don't fit. However, the childminder sometimes intervenes too quickly and so does not always ensure that children are given the time and space to try things out for themselves first, so they develop the skill to persevere when they encounter problems. The childminder extends children's knowledge of the world as she plans visits to local museums. They develop a respect for each other as they learn about the different cultures of children in the childminder's care. Older children use the computer to find out information and younger children demonstrate awareness that children have different needs. For example, older children speak clearly to ensure that children who speak English as an additional language can understand them, and join in fully with their play.

The childminder plans visits to the park to climb, play football or go to soft play. She also sets up a range of activities to use small tools, such as building with blocks or drawing. This ensures that children have plenty of activities to support the development of small and large muscle skills. The childminder supports children effectively to express their own thoughts and ideas through creative play. They use available resources to re-enact everyday themes, such as cooking and looking after babies. They enjoy using small play figures to develop storylines in their play. Children enjoy playing with play dough or sticking and love joining in with songs and rhymes.

The childminder has established good relationships with parents and ensures that her provision meets the needs of the families. Detailed verbal feedback mean that parents know what their children have enjoyed that day and how they can support their children

at home. Parents are also encouraged to share information about what children have enjoyed at home, which the childminder then uses to develop her planning. This means that the childminder has a full picture of children's interests and plans effectively using these to support their future learning.

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

The childminder has a good relationship with the children. She has a very calm manner with the children and they relate to this well. Children are clearly very happy in the setting and enjoy playing with the childminder. They settle very quickly. This is because the childminder takes time to find out about the child and their parents when settling children into the setting. She alters the length and time of the visits based on the individual child. She talks to parents about children's normal daily routines, dietary needs and their personal care needs. This ensures that she has the information she needs to help a child settle into her care quickly.

Children develop friendships with other children in her care and they play alongside each other. They talk to each other and begin to incorporate their suggestions into their play. For example, when a child is pushing a pushchair another child picks up a baby and says 'do you need a baby?' play then continues with both children pushing the baby around the room. Children behave well in the setting. There are clear boundaries, which children understand. Sensitive reinforcement helps children new to the setting to develop an awareness of the boundaries too. They understand that they need to tidy up before they get other resources out. For example, children say 'we've put the food away, can we get the blocks out now?' These skills prepare children well for the next stage in their learning.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that support their overall well-being and care. Resources are stored in clear boxes in a cupboard. The childminder sets out resources according to a child's interest and supplements this with resources that children choose when they arrive. However, there is room to enhance the organisation of resources by ensuring that they are clearly visible and freely accessible, so that children can access them independently.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. Children have a range of healthy, nutritional meals, which take into account their individual dietary needs and preferences. They choose a healthy snack, such as fruit, and drinks are freely available throughout the session. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. They visit the soft play, walk to school on a regular basis and go to the park. This ensures children have plenty of fresh air and exercise. Children learn how to keep themselves safe. They know that they need to hold hands with the childminder when outside and they learn about how they would leave the house quickly if there was a fire.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is a broad programme of activities, which enables the children to make good progress. The childminder monitors her provision and children's achievement to ensure they are making expected progress.

Self-evaluation is good. The childminder completes a comprehensive self-evaluation form, which accurately identifies what she does well and what she wants to improve. She has identified areas for improvement, which she is currently working on. The childminder recognises the importance of professional development and has recently completed her National Vocational Qualification at level 3. This has enabled her to reflect on her own provision and ensure that children receive high quality play experiences. She acts upon advice from the local authority and is a member of a local childminding network. This demonstrates that the childminder has a good capacity to improve her provision further.

The childminder has a good understanding of safeguarding procedures. She has clear policies, that have been updated, which she shares with parents. The childminder has recently attended a safeguarding course. She talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation underpins her practice well. The childminder is aware of her responsibilities when administering medication and treating minor accidents. Children are kept safe inside and outdoors because risk assessments are carried out daily with any possible hazards eliminated.

Partnerships with parents are good and they comment positively about how their children are always happy and settled and often want to spend more time with the childminder. Parents feel that their children have made good progress with the childminder. Verbal feedback ensures that parents know what their children have been doing and how they can support them further. This means that parents are kept well informed about their child's time with the childminder.

The childminder has a good relationship with the local schools. She shares information about children's likes and dislikes with the staff and talk about what they enjoy doing in her care. She uses information from school, such as current topics and interest tables to plan further activities to support their learning. This demonstrates that the childminder is aware of the need for providers to work together to meet the care and learning needs of the children.

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	311801
Local authority	Gateshead
Inspection number	876891
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24/11/2009
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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