

Inspection date

01/10/2013

Previous inspection date

25/07/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children's interest in numbers and counting is well promoted by the childminder. By becoming involved in children's play the childminder successfully encourages and supports children's counting skills.
- Children's creativity is suitably promoted as the childminder plans a range of experiences that allow children to explore using their own ideas and senses.
- Children's health is well promoted in the setting. Children benefit from lots of time to be active outdoors and enjoy a range of home cooked foods that promote a healthy diet.

It is not yet good because

- The next steps in children's learning are not always identified to ensure that the childminder can help them to make as much progress as they possibly can in their time at her setting.
- Some records are not easily available which affects the childminder's ability to safeguard children.
- Self-evaluation is not fully established to include the views of parents and children or to identify clear targets to show how the provision will continually improve.

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, her assistant and children at different times throughout the inspection.
- The inspector took account of parents' views, through written documentation they had provided for the inspection.
- The inspector completed a joint observation with the childminder.

Inspector

Julie Larner

Full Report

Information about the setting

The childminder was registered in 2007. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and seven years old in Seaton Sluice near Whitley Bay and uses the whole of the ground floor, bathroom on the first floor and the rear garden for childminding. The family has a cat. There are currently 12 children on roll, four are in the early years age group who attend for a variety of sessions and eight are school-age children who attend before and after school. She is open all year round from 7.30am to 6pm Monday to Wednesday, except for family holidays and two weeks at Christmas.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure precise assessments of what children can do are used to plan suitability challenging activities that focus on children's next steps and support their continual progress towards the early learning goals
- ensure all children's records are consistently accessible and available to safeguard children's well-being.

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

- maintain a clear focus for self-evaluation to fully include the views of parents and children, to target improvements and to raise the overall quality.

Inspection judgements

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

Children make satisfactory progress in their learning and development from their starting points. The childminder uses written information from parents when their children first start to attend her setting, to find out about their likes, development stages and interests. This results in the childminder being able to plan a range of activities and experiences that engage children's interests and begin to help them develop in all areas of learning. The childminder provides regular feedback to parents about the progress their child has made by sharing children's 'learning journeys' with them on a regular basis. This ensures that parents are well informed about their child's development.

The childminder and her assistant use written plans to provide a wide range of activities that promote all areas of development. Activities that are planned for the children cover both the prime and specific areas of learning to ensure that children's development is suitably promoted. Regular observations of what children can do are continually completed. The childminder shows a secure understanding of the different areas of learning, however, this knowledge has not yet been focused to consider how the next steps in each child's individual learning will be promoted and planned for. The childminder is less knowledgeable about the next steps to promote and extend all children's learning. Therefore, this results in children's individual learning needs not being successfully promoted to move their learning forward and help them make as much progress as they possibly can. The childminder is aware of the need to complete the progress check at age two and share findings on children's development with their parents. This means that any concerns about a child's development are quickly highlighted and acted upon to ensure children can continue to make progress.

Children benefit from a range of planned and spontaneous activities that capture their interests. They are engaged and motivated in their play and confidently use their own ideas. They have lots of fun exploring and using their investigative skills as they paint, mix colours and make hand prints. Children laugh and giggle as they paint their arms and hands and keenly explore their senses. They squeeze their hands together with paint and talk about how it is 'like soap'. Lots of conversations and questions initiated by the childminder encourage children's language and communication skills. Children make up their own songs and confidently talk about what they are doing. Children keenly choose their own books and snuggle up on the sofa with the childminder's assistant to listen to their favourite stories. Children's mathematical development is promoted well by the childminder. Children are highly confident counters. The childminder supports them as they sort items into different groups and competently count up to 15. The childminder successfully prepares children for their move to school or nursery. By focusing on personal care skills, such as learning how to put on their coats and shoes on, she promotes their independence and prepares them for a successful transition.

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

Children have developed strong bonds with the childminder and her assistant. The children approach them for support, reassurance and to become involved in their play. The childminder and her assistant respond warmly and enthusiastically to each child in their care. Consequently children feel safe, secure and valued in the setting. The childminder offers introductory visits and collects secure information from parents about children's individual routines which mean that she can follow their familiar patterns when they start to attend her setting. Children have access to a sufficient range of resources that are easily accessible in low-level shelving. This means children are confident individuals who are easily able to make decisions and choices about what they want to do.

Children learn how to stay safe through sensitive reminders from the childminder. Both the childminder and her assistant are vigilant about safety and quickly identify any hazards and take steps to minimise these which ensures children remain safe. Risk assessments

are regularly carried out and updated when necessary, for example, when areas in the house are being renovated the childminder supervises children to the bathroom which ensures they remain free from harm.

The childminder and her assistant manage children's behaviour well by setting age-appropriate rules and considering which methods work well with individual children. Therefore, children behave well and successful behaviour strategies are used that meet each child's individual needs. The childminder and assistant offer meaningful praise and highlight children's achievements, which raises children's self-esteem and confidence. Children are forming positive friendships with other children. This results in them developing appropriate social skills as they play and share with others.

Children have plenty of opportunities to enjoy being outdoors in the fresh air. The childminder makes use of the surrounding environment, for example, children enjoy walks along the coast to visit the lighthouse. Outdoor activities that coincide with national events such as the Olympics are well planned. These provide opportunities for children to further develop their physical skills as they negotiate obstacle courses by balancing and using hoops. The childminder is committed to providing healthy food options for the children which also meet their individual preferences. She uses her catering skills to plan a changing menu of home cooked foods that are enjoyable to children and contribute to a balanced diet. The childminder uses a clear 'sick children' policy to ensure that children are adequately safeguarded. Children independently wash their hands at appropriate times which ensure cross-infection is minimised and their good health is promoted.

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

The childminder shows a secure understanding of the welfare requirements and has developed an adequate awareness of the learning and development requirements. This results in her mostly meeting requirements. The childminder has the necessary records in place to safeguard the children in her care. However, these are not always easily accessible and available. For example, one of the children's records containing emergency contact details was not available on the day of the inspection. This does not meet the requirements of the Statutory framework for the Early Years Foundation Stage. The childminder shows a clear understanding of how to safeguard the children in her care and recognise the signs of abuse. She follows a clear safeguarding policy which means that she passes any concerns about a child on to the appropriate professionals. This results in children's welfare being successfully promoted. The childminder shows a clear understanding of the need to inform Ofsted of any changes in her setting. For example, she shows a secure knowledge of the need to let Ofsted know if any persons over 16 years old move into the household and is aware that they would need to complete the relevant checks to ensure that children in her care continually remain safe.

Self-evaluation is not yet fully effective in raising the overall quality and parents and children's views are not yet included. The childminder shows a suitable knowledge of the strengths and the areas to improve in her setting. However, the priorities for

improvement, such as developing a knowledge of each child's next steps, have yet to be implemented. The childminder has addressed all recommendations from the last inspection which shows that improvement has been made. Sharing information with other professionals has been improved and used successfully to contribute to children's continued development. For example, the childminder successfully gains information about what children are doing at school and nursery then she monitors and uses this information to provide activities that build on what children already know.

The childminder has a range of written policies that are shared with parents to ensure they are aware of how her setting operates and know what to do if they have a complaint. Parent's contributions are sought through daily conversations and the childminder sends out regular newsletters which further inform parents about the types of activities their children will be engaged in during the coming weeks. This all encourages parents to play an active role in the childminder's setting. The childminder shares information effectively with her assistant. They work together in planning activities that clearly suit children's interests and take account of what other professionals know about them. However, whilst plans cover all areas of development they do not yet fully take account of children's next steps to provide them with challenge.

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	EY353941
Local authority	Northumberland
Inspection number	937152
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	25/07/2012
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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