

<b>Inspection date</b>	22/10/2013
Previous inspection date	08/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 well. This means that she can plan a range of activities to support children's learning matched to their individual needs and interests.
- Children make good progress in mathematics. This is because the childminder reinforces this constantly throughout the session.
- Children with English as an additional language make good progress in communication and language. The childminder places a high priority on this throughout the session and uses stories, songs and rhyme to extend this further.
- The childminder provides a loving and caring home from home environment, which means children are very happy in her care.
- The childminder has a good relationship with local schools. Good communication means she can build on the activities and experiences from school effectively.

#### **It is not yet outstanding because**

- There is scope to develop provision for literacy by ensuring children are able access a range of tools and equipment throughout the session in order to develop their very good early writing skills further.
- Sometimes, resources are not easily accessible so children's rapidly developing independence is not enhanced as well as possible.

## 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 inside the home.
- The inspector viewed a sample of documentation, including children's learning journals and planning.
- The inspector took into account feedback from parents.

## Inspector

Elizabeth Fish

## Full Report

### Information about the setting

The childminder was registered in 2011. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her 16 year old daughter in Gosforth, Newcastle Upon Tyne. The home is close to local amenities, such as shops, primary schools and playgroups and is easily accessible. The whole of the ground floor, except for the office, and a bathroom on the first floor is used for childminding purposes and there is an enclosed garden to the rear, available for outdoor play. The family has a pet dog. The childminder works with an assistant.

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 three children on roll, of whom one is in the early years age group and attend on a part-time basis. The childminder is open all year round from 8am to 6pm Monday to Friday, except for family holidays. The childminder cares for children with English as an additional language. The childminder 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:

- enhance children's literacy by ensuring a range of tools and materials is available throughout the session to enhance their early writing skills even further
- develop further children's independence by ensuring that resources are accessible, enabling them to make independent choices more easily.

## Inspection judgements

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

The childminder plans a range of interesting, motivating and challenging activities across the seven areas of learning that are matched to the needs and interests of individual children. For example, she plans a visit to a pet's corner at the local park to further develop a children's interest in animals and extends this further in the home with animal jigsaws and books. She has a good knowledge of where children are in their learning because she uses information from parents and her own observations to establish their starting points. Ongoing observations are used to inform her practice and she uses these to identify further learning opportunities. Activities and routines are planned carefully with the needs of individual children in mind. For example, as children become more confident

within the home environment, she starts to attend a local toddler group to help less confident children to socialise with other children. Her observations and assessments are matched to age related expectations. This means that the childminder has a clear picture of where children are in their learning and she can identify areas where they need further support. Consequently, all children, including those with English as an additional language, make good progress in relation to their starting points.

The childminder recognises the importance of communication and language and this is a main focus throughout the session. She values the use of songs, nursery rhymes and action songs in developing language and she uses these to help children learn about body parts and actions, such as clapping hands and marching. Children respond to this well and point to the body parts when singing and say 'clap hands.' She plays alongside children, commenting on what they are doing and introducing new words, such as the names of shapes, colours and everyday animals. As a result, children talk about the shape and colour of objects and begin to name some animals, such as sheep and cow. This means that children with English as an additional language learn new words rapidly throughout the session.

The childminder helps children to develop early literacy skills as they read books together and talk about the pictures. Children listen entranced as the childminder uses a variety of different voices to capture their interest in a story. The childminder recognises the importance of books and uses these to promote children's interest in animals, or to link with everyday experiences. An example of this is, when she reads 'Goldilocks and the Three Bears', as children wait for their lunch to cool, emphasising concepts, such as too hot and too cold. This helps children to develop a love of books. The childminder plans in a range of activities to develop children's early writing skills. However, there is scope to develop this further by ensuring that a range of early writing equipment is available throughout the session so that children can make their own marks and representations. The childminder builds on children's interest in counting and places a strong emphasis on mathematics throughout the session. For example, they count as they build with blocks, and count the pictures in books. Activities, such as counting the blocks back into a bucket, reinforce accurate counting. As a result, children count with numbers in order to 10 and count objects accurately to six. These skills effectively prepare children for the next stage in their learning.

Children learn about the world around them as they go for walks in the park and find out about animals as they visit local animal parks. Activities are planned to support emerging interests. For example, they visit the local train station to build on an interest in trains. This helps children to develop their understanding of the world around them. Children take part in a range of opportunities to develop their physical skills. The childminder plans in activities with balls and hoops to develop throwing and catching skills and plans in visits to the park or soft play centre. The childminder plans a range of activities to use small tools, such as using musical instruments. This ensures that children have plenty of activities to support the development of small and large muscle skills.

Children express their own thoughts and ideas through creative play. They dress-up and use role play to re-enact everyday themes, such as cooking. Children enjoy using art and craft materials to express their ideas and love joining in with songs and actions. Good

support by the childminder enables children to develop their confidence with songs as they sing along with the childminder and begin to sing some nursery rhymes themselves. They explore the different noises that instruments make and, with the support of the childminder, they begin to learn how sounds can be changed. This means that children make good progress in expressive arts and design.

The childminder has established good relationships with parents and ensures that her provision meets the needs of her families. Detailed verbal feedback and a daily diary means that parents have a clear picture of what their children have enjoyed that day. They are aware of any achievements so that they can celebrate and build on these further at home. Parents are also encouraged to share information about what children have enjoyed at home so that the childminder can extend this further. For example, they bake cakes to develop a children's interest in this at home. As a result, the childminder has a full picture of children's interests, both at home and in the setting 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 is committed to providing a home from home atmosphere for all children in her care. She is calm and caring and children relate very well to her. They love playing alongside her and sharing their achievements. An example of this is, when children say 'excellent' as they successfully complete activities. Children thrive on the close bond they have developed with her and enjoy being in her care. This is demonstrated as children follow the childminder wherever she goes and seeks her out for cuddles and kisses. Children's behaviour is good as they are fully engaged in their activities. Children learn to play alongside each other and share resources. This is enhanced by visits to local children's centres and toddler groups to support quieter, less confident children. 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 supports their overall well-being and care. They can access resources from the selection that is put out for them in the morning. Older children can ask for additional resources as they know which resources the childminder has but they cannot always access them independently. Therefore, there is room to enhance the organisation further by ensuring that children can build on their very good independence skills and access all resources easily. The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside regularly and go for frequent walks. This helps children to develop an awareness of the importance of fresh air and exercise. Children enjoy a healthy snack and water is freely available throughout the session. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands before snack and meals and they are beginning to learn how they can keep themselves healthy.

Children begin to develop an awareness of how they can keep themselves safe as they learn how to cross roads safely. They know that they need to hold the childminder's hand

and stay close to her when outside. They practise how to evacuate the home in an emergency. The childminder helps children to settle in by offering short visits, which she gradually extends. She talks to parents about children's normal daily routines, dietary needs and their personal care needs. This ensures that she has the early information she needs about children's individual needs and personalities to ease their transition from home to her care. The childminder also prepares children well for moves to nursery and school as she talks about this with the children before they start, emphasising the activities they can take part in and the fun they will have. This means that children look forward to starting and settle into nursery or school quicker.

### **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 enable the children to make good progress. Assessments take into account the Early Years Foundation Stage and this means that the childminder knows where each child is in their learning. As a result, she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child.

Self-evaluation is good. The childminder accurately identifies what she does well and what she wants to improve. She has acted on the recommendations from her previous inspection. She values feedback from parents and she works with her assistant effectively to evaluate her provision and make changes where appropriate. Recent changes, such as developing scrapbooks to show children's learning, have had a positive impact. She attends further relevant training and identifies suitable training opportunities for her assistant. She also attends local childminding groups, which enables her to evaluate and improve her provision. As a result, the childminder has a good capacity to improve further.

The childminder has a good understanding of safeguarding procedures. She has clear policies that have been updated, which she shares with parents. She 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 is well-organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors of the setting because risk assessments ensure any possible hazards are eliminated.

Partnerships with parents are good and they comment positively about how their children are always happy and settled. Verbal and written feedback means that parents know what their children have been doing and how they can support them further. The childminder has a good relationship with local schools. She talks to the school staff on a daily basis to ensure she can build on the children's interests effectively. She takes into account relevant topics and activities from school when planning activities. For example, she plans a visit to

the train station to build on a theme about transport. She also shares information with the school about a child's learning and this ensures that school staff and the childminder work together well to support children's learning and development.

### **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

<b>Unique reference number</b>	EY423352
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	875755
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/05/2012
<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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