

Inspection date	07/11/2013
Previous inspection date	18/11/2009

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

- Children make good progress in all areas of learning and development because the quality of teaching is good and occasionally outstanding.
- The environment is well resourced indoors and outdoors which means children are able to access resources independently and follow their own interests.
- Children are happy; they feel safe and secure and have a warm relationship with the childminder. This means that children's individual care and emotional needs are well met.
- The childminder uses good strategies to engage and work with parents and other settings. As a result, the childminder supports learning at home and other settings, and contributes to positive moves for children between settings.
- Self-evaluation is rigorous and takes into account views of parents and children. This means the childminder is able to effectively identify strengths and weaknesses and drive forward her priorities for improvement.

It is not yet outstanding because

- There is scope to develop the snack time routine so that children can be involved in the preparation of food and make informed choices between healthy snack options.

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 activities throughout the provision.
- The inspector looked at children's assessment records, a range of policies and procedures, registration and consent forms.
- The inspector carried out a joint observation with the childminder and spoke to her at appropriate times throughout the inspection.

Inspector

Amy Armstrong

Full report

Information about the setting

The childminder was registered in 2009. She is registered on the Early years Register as well as both the compulsory and voluntary part of the Childcare Register. She lives with her husband and adult child in the residential area of South Shields in South Tyneside. The whole of the ground floor of the childminder's home is used for childminding.

The childminder cares for children on weekdays from 7am to 6pm for 46 weeks of the year. She is currently minding eight children in total, of which three are in the early years age group. She also offers care to children aged over five years to 12 years. The childminder collects children from the local nurseries and schools and links with other childminders in the area. She visits playgroups, parks and museums on a regular basis.

What the setting needs to do to improve further

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

- create time to discuss food options at snack time so that children can make informed choices between healthy snacks and develop their independence even further by being involved in its preparation.

Inspection judgements

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

Children thoroughly enjoy their time spent with the childminder. They feel happy and secure whilst in her care so consequently make good progress in all areas of learning and development. A balance of adult-led and child-initiated experiences is provided and children are able to make independent choices from the wide variety of resources available. As a result, children are interested and motivated to learn. They laugh and giggle with each other whilst turning the home corner into a shop and selling vegetables to the childminder. The childminder supports children's learning well by sitting alongside them and asking them skilful open-ended questions during their play. For example, she asks 'What would happen if I put two slices of vegetable together, how many pieces would I have now?' Children are given the time and space to think critically and respond to these thought provoking questions. The childminder offers praise to all children and encourages them to try new activities that may be of challenge to them. Children are able to concentrate for long periods of time on activities because the childminder knows what they are interested in and provides activities that will develop their next steps in learning. Observations and assessments are effective and linked to the Early Year's Foundation Stage. Next steps in learning are incorporated in future planning of activities so that children are achieving or sometimes exceeding their age and stage of learning and development.

Parents are involved in their child's learning as the childminder communicates effectively with them and encourages them to contribute to their child's learning journal. As a result, there is a good joint understanding of how their learning can also be supported at home.

The quality of teaching is good and occasionally outstanding. The childminder has a thorough understanding of how to promote the learning and development of young children and, as a result, children make good progress in the seven areas of learning and development. The childminder uses mathematical concepts during play, for example, 'bigger than, smaller than' and vocabulary involved in adding and subtracting of objects. This means children are confident in early numbers, counting in rote to 20 and differentiating in size and shape.

Children have the space to move around and have access to well-resourced environments indoors and outdoors. They enjoy moving and dancing to music which promotes their physical development and also enables children to experience a broad range of activities that enhance early literacy and fine manipulative development. The childminder supports children to thread wooden bobbins and make marks on paper and in play dough with different mark making tools. For example, they use pencils, crayons and play dough cutters. Children are developing good social skills as they enjoy daily visits to a number of local amenities, such as toddler groups, museums and the park. This prepares them well for school by enhancing their confidence and self-esteem within larger groups of children.

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

Children are happy whilst in the care of the childminder. They feel safe and secure and have a warm relationship with her which means that children's individual care and emotional needs are well met. A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development, confidence and independence. There is a well-established daily routine, which is flexible enough to allow children choice of when they would like to participate in different activities or have snack. However, the childminder needs to create more time to discuss food options at snack time so that children are able to choose what they would like to eat and drink from the range of balanced and nutritious snacks available, and be involved in its preparation. This would reinforce the importance of a healthy diet. The childminder works effectively with parents, gathering information of the child's likes and dislikes. Parents are encouraged to contribute to their child's learning journal and observations which ensures that they can support their child's learning at home. They receive verbal feedback at the end of each day of what their child has enjoyed.

The extremely well-equipped playroom and outdoor area allows children to explore independently. The broad range of resources and equipment are relevant to children's interests and arranged flexibly so that children can build, draw, move and use their imagination in the role play area. Children understand the importance of tidying away and this is done quickly when the childminder sings the 'tidy up' song. The childminder has created environments for the children to play which are safe and where risks are kept to a minimum. She has a thorough understanding of how to keep children safe and this is

followed up with comprehensive policies, procedures and risk assessments which are reviewed regularly. Daily checks are carried out on the indoor and outdoor environments and equipment to ensure that they are safe of any potential hazards that may pose a risk to children. Children are able to manage risk safely and the childminder reminds them of how to keep themselves safe, for example, handling cutting tools safely.

Children's behaviour is good as the childminder is a good role model and offers regular, meaningful praise and encouragement. Children play well together. They enjoy each other's company, cooperate and take turns during play. For example, during a play dough activity they share the dough equally and take turns with the cutters. Children are reminded of good behaviour choices and have age appropriate boundaries in place. The childminder supports children's awareness of other people and communities by a wide range of books, dolls, role play costumes and posters. The childminder understands the importance of smooth transitions and prepares children well for their next steps in their learning by teaching them good self help skills.

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

The childminder has a comprehensive understanding of the Early Years Foundation Stage. She ensures that the learning and development requirements and the safeguarding and welfare requirements are implemented very well. The childminder has a thorough understanding of safeguarding children and has attended training to ensure that she can protect children and know what to do if she has a concern. She has developed clear policies and procedures that are fully embedded in everyday practice. Parents are given a copy of all policies so that they are aware of what is expected. They are immediately informed of any accidents and are expected to sign the accident book. Parents are given verbal feedback at the end of each day of how their child has been. The childminder has ensured that all adults living in the home are suitably vetted. She has attended a variety of training courses to ensure that she is up to date with current legislation. The childminder has attended first aid training and has effective systems in place to record accident, incidents, medication and complaints. The premises are secure at all times as doors and the garden gate are kept locked. There is an effective system in place to record any visitors to the premises.

The childminder effectively monitors activities to ensure that they cover the educational programmes and the seven areas of learning and development. She also analyses the progress children are making to ensure that they are achieving and have sufficient challenge in the activities that she delivers. Activities are then developed from what the childminder knows children enjoy and are skilfully incorporated into her weekly planning. Self-evaluation is rigorous and includes the views of parents and children. The childminder has clear identified priorities for the future of how to improve. She has a strong drive to achieve and to continually improve the quality of care and education that she provides to young children. The childminder has addressed all recommendations and areas for improvement from the last inspection, which shows that improvement has been made in these identified areas. The childminder receives some support from the local authority and has established effective links with other childminders in the areas. This allows them to

share information, ideas and to form a network to use for support. The childminder has made effective links with nurseries and schools that children attend. There is a two way flow of information between them and the childminder actively shares information with them to ensure consistency in the children's care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY388064
Local authority	South Tyneside
Inspection number	879012
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18/11/2009
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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