

Inspection date

12/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

2

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and relaxed in the warm and welcoming environment that the childminder provides. This helps them settle quickly and enjoy their learning.
- The childminder meets the safeguarding and welfare requirements well to ensure that children can move around and play in a safe, secure environment.
- Positive relationships with parents build up through effective settling-in times helps promote continuity of care and learning for children.
- The childminder has a good understanding of how to promote children's health and safety. She has assessed all potential risks within her premises and has minimised these so children are able to access all areas safely

It is not yet good because

- Assessment is not embedded to show the progress children make. As a result, it is not possible to measure children's progress.
- Monitoring is not robust enough to identify any gaps in children's learning or how the educational programme is delivered to ensure each child is fully challenged and reaches their full potential.
- Self-evaluation is in its infancy and as a result, does not take into account the views of parents and children, therefore, strengths and weaknesses are not effectively identified.

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 in the childminder's house and talked with the childminder
- The inspector carried out a joint observation with the childminder.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures, and risk assessments.

Inspector

Amber Asher

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 years and two years in a house in Gateshead. The whole of the ground floor, bedroom and the garden are used for childminding.

The childminder attends a toddler group and local activities. She collects children from the local schools and pre-schools. There are currently two children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure regular observation and assessment becomes an integral part of everyday practice, so that the learning for each individual child can be shaped appropriately.

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

- embed regular monitoring of the educational programmes to ensure planning and assessment are consistent so children are able to progress within expected development bands
- develop systems for self-evaluation so that it takes into account the views of parents and children to identify strengths and weaknesses and to identify any improvements.

Inspection judgements

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

The childminder is new to childminding and because of the age of the children she teaches, she uses mainly child-led activities. For example, the children are free to choose any activities from the conservatory, such as building with bricks or dancing to some music. This means that the opportunities and experiences the children have are child-initiated and the children learn through play and exploration. The childminder is enthusiastic and this motivates children to become active learners. For example, she spends the majority of her time sitting on the floor with the children, which enables her to

interact with young children at their level. The childminder has an adequate knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She is able to provide opportunities to stimulate children's learning. For example, children are developing appropriate physical skills and they concentrate for long periods carefully building towers because the childminder provides them with a range of blocks. The childminder understands how to promote their individual learning and development. However, she is very new to childminding and she has not had the opportunity to embed her practice fully in order to ensure all children are progressing well. This is because she has not completed regular and precise assessments of children in order to identify the next stages of learning and to plan activities to support their progress.

The childminder supports children's listening skills through music activities and reading stories. They have access to a wide range of books, which they enjoy looking at with the childminder. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She talks to young children, commenting on what they are doing and asks questions to encourage their thinking and exploration. Children have fun, socialise with others of their age and take part in different opportunities outside the home, such as toddler groups, activity centres, visits to farms and walks by the river. This broadens their experiences in the social world and provides opportunities for them to begin to build social skills with children outside the home and join in a wider range of activities. This enables children to become ready for the next stages of learning.

Parents are encouraged to provide information about their child, which helps the childminder to ensure continuity between the child's home and the setting. For example, they are encouraged contribute information to the childminder's initial assessment of what children know and can do on entry. They share details of children's individual likes and interests and are invited to carry our observations of their children at home to include in the learning journals. Day-to-day information about the children is shared through verbal discussion, a daily diary and the learning journey records, to which parents contribute. As a result, parents are actively involved in their child's learning.

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

Children are happy and content in the childminder's warm and welcoming home. She has a suitable knowledge of each child's background and individual care needs because she gathers information from parents about their child. This helps to make the transitions from their home to the childminder's care smooth. Children are forming close attachments with the childminder and are at ease in her care; they happily go to her for comfort, reassurance and support. They benefit from enthusiastic interaction with her and learn from her positive role modelling. She shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives them the confidence to independently explore their environment and, therefore, extend their own learning.

Children play alongside each other and show good behaviour, given their age and stage of

development. The childminder handles their behaviour in a warm, gentle, but firm manner. This ensures they are aware of the boundaries and helps them develop their own self-control. In addition, it helps them to learn about keeping safe as the childminder explains about any dangers. She praises children readily, which promotes their self-esteem and confidence. They practise their self-help skills with good support from the childminder and they form good relationships with her.

Children are developing a secure understanding of how to keep themselves healthy as they follow hygiene practices and know why they need to wash hands before eating and after using the bathroom. For example, they check the childminder's hands to make sure she has washed them. Children receive opportunities for regular outdoor play, where they can develop their physical skills effectively, for example, they go on regular walks to the shops to buy healthy snacks. Children are developing a good understanding of the importance of eating healthy foods. In addition, the childminder sits with the children during lunchtimes and engages in conversations about their interests and what they have been doing. Parents provide food if their child is under one and this means that it reflects their wishes and children's preferences and requirements. The childminder discusses healthy eating with children and their parents and offers a menu and guidance about the types of food parents should provide.

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

The childminder has sound knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and she gives priority to promoting children's safety, for example, she carries out daily risk assessments. She understands what to do should they have a concern about the welfare of a child in her care, who to contact and where to seek advice or support. The childminder ensures that all adults in the household are suitably vetted, through the Disclosure and Barring Service checks. She conducts risk assessments and completes a daily safety check to ensure children's safety at all times. These include her home, the garden and trips out. A range of written policies and procedures are in place to support children's welfare and these are made available for parents to see. The childminder maintains appropriate records for attendance, medication, accidents and fire evacuation drills, to promote children's safety overall.

The childminder is beginning to monitor the children's progress and the educational programme, however, as she is new to childminding it is not robust enough to identify gaps in children's learning, or to ensure that their individual needs are met. She has started to reflect on what she is good at and what she needs to develop next. However, this is not fully established enough to demonstrate thorough self-evaluation and the impact that any training has on her practice and the children's learning. The childminder is studying for a relevant qualification at level 3 to improve her knowledge and understanding.

Partnerships with parents are good. The childminder makes use of mobile phone texting, emails and talking on the telephone to keep in touch with parents so that they know about

their child's care and learning. Partnerships with external agencies are in their infancy as she is new to childminding. However, the childminder understands about identifying when and how she would need to liaise with external agencies in order to secure appropriate interventions for 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	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	EY463026
Local authority	Gateshead
Inspection number	918983
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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