

Inspection date

Previous inspection date

14/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 possess a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and how children of this age learn. Consequently, teaching is good and children make rapid progress in their learning.
- Children build secure attachments with the childminder. As a result, they demonstrate friendly behaviour, show affection and form good relationships with other family members within the household.
- The childminder has a secure understanding of the safeguarding and welfare requirements which are effectively met. She understands her role and responsibility to ensure children are kept safe and well protected.
- The childminder has devised a comprehensive section of written policies and procedures. These promote children's welfare and provide clear information for parents about the childminder's service.

It is not yet outstanding because

- The childminder does not always make full use of all spontaneous opportunities to extend children's mathematical development.

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 conservatory, kitchen and 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 and children at different times throughout the inspection.
- The inspector took account of parent's views, through their comments posted on the childminder's web site.

Inspector

Janet Fairhurst

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 three children aged 13, 12 and five years, in a residential area in South Shields, South Tyneside. The home is situated close to local schools and shops. The ground floor of the home is used for childminding. There is a rear garden for outside play.

There are currently nine children on roll, of whom six are in the early years age group and they attend for a variety of sessions. The childminder holds a childcare qualification at level 3. The provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop and extend their mathematical skills through everyday routines, such as snack time.

Inspection judgements

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

The childminder has an in-depth knowledge of the Early Years Foundation Stage and how children learn and uses this well to provide playful and enjoyable experiences for children. As a result, they thoroughly enjoy the time they spend in her home and are excited and motivated to learn. For example, children become absorbed in their play as they explore the range of creative materials. The childminder effectively supports the children through questions and prompts, as well as modelling what resources can be used for. This helps the children to develop their ideas and extend their thinking and understanding. She allows the children plenty of choice and freedom to decide on how the activity will develop, but, at the same time, she is watchful and supportive. She provides a balance of child-initiated and adult-led activities to ensure that children take part in a broad range of experiences. This ensures that they make good progress in their learning and development and develop a wide range of skills in preparation for nursery or school.

The childminder introduces children to number rhymes and songs. However, she does not always use other opportunities that arise to promote children's awareness of number and simple counting. For instance, she does not talk about the number of slices they cut a banana in to or how many tangerine segments they have. The childminder provides good opportunities for children to develop their pre-writing skills, for instance, they enjoy

making marks with crayons, pencils and paint. This supports their literacy skills. Children have good opportunities to explore and discover how things work. This is because the childminder has a wide range of interactive toys and cause and effect equipment for children to use. For example, the children show interest in a tape measure. The childminder teaches the children how to pull the tape out and are fascinated as it retracts once they have let go of it. Children are beginning to value and recognise similarities and differences within society through a good range of positive image resources, such as dolls and books. The childminder makes good use of the outdoor environment and gives children ample time and space to enjoy energetic play on a daily basis. She talks confidently about activities she provides to further support children's all round development. For example, they safely use large physical play equipment, such as the trampoline, and enjoy taking toys and equipment used indoors into the garden area.

The quality of teaching is good because the childminder knows each child well and how best to move them on in their learning. She thoughtfully asks children open-ended questions and by doing so, encourages them to participate in experiences, communicate and problem solve. She talks quietly and calmly about everyday routines and what children are doing as they play to help them make links with words and actions. Children ask 'why' and the childminder patiently provides a simple explanation to help them understand. She talks with the children repeating phrases and extending sentences as she helps them to clarify their thoughts and to help them hear correct pronunciations. The childminder frequently observes children and effectively uses what she notices; together with information gathered from children's parents to assess their starting points, needs, interests and progress. Planning is based on the child's interests, age and stage of development. The way all children's progress is tracked through each area of learning is effective and clearly shows the good progress that they make. Parents are kept well informed of their child's learning and development and are provided with opportunities to share examples of children's learning at home. Children's learning journals, supported by photographs of activities that are on display, are shared with parents so that they can see the range of activities available to them. The childminder is aware of the requirements of the progress check at age two and has prepared for this effectively with parents.

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

The childminder finds out as much as she can from parents about children before they begin attending, so that routines can be followed. For example, parents complete 'All about me' documentation containing information, such as, family set up, likes and dislikes, sleep routines and children's independence skills. As a result, children's emotional well-being and physical needs are well supported. Effective settling-in procedures support their smooth transition into her care. The childminder provides a warm and caring environment where children develop positive relationships with her and other members of the household. She tunes in sensitively to young children and provides loving and consistent care, responding quickly to their individual needs. This ensures children form secure attachments with the childminder and they are happy and content in her care. The childminder is very attentive towards children's needs and changes in their moods. For example, she recognises when children need to rest and helps them to settle for their

morning nap.

The childminder's home is safe and secure and all doors are locked with keys located on high hooks, out of children's reach. Children are becoming more confident in managing their own personal care, such as washing their hands and learning to tidy away toys after they have finished playing with them. Independence is promoted further as all areas accessed by children contain resources that are readily available and easily accessible. This encourages them to make choices and helps them develop their ability to become decision makers. The range and accessibility of activities on offer is very appealing and quickly engages children in play and exploration. Children's achievements and good personal and social development are underpinned by the positive and trusting relationship they share with the childminder and her family and prepares them well for the next steps in their education.

The childminder helps children to develop healthy lifestyles for example, through regular exercise, playing in the garden and going for local walks. Lunch time is a social occasion enjoyed by all. Meals are well presented and with fresh fruit snacks received during the day, children receive a balance of healthy and nutritious food. Effective hygiene routines are modelled by the childminder and help children to understand the importance of hand-washing. Children develop personal care skills that are appropriate for their age and stage of development. The childminder supports their growing independence through praise and encouragement. She is patient and supports children's efforts to do things for themselves for example, cutting and peeling their own fruit. Children respond well to the childminder's calm and approachable manner; they behave well and demonstrate appropriate care and concern for people and the toys and equipment. The childminder uses everyday discussion to teach children about road safety and this is regularly reinforced and practised during outings. This enables them to develop their awareness of how to keep themselves safe.

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

The childminder has made a strong start to her childminding career and demonstrates a good understanding of her responsibility to ensure that she meets the safeguarding and welfare requirements and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There is a comprehensive set of policies and procedures in place, covering all requirements and containing up-to-date information. All documentation is well written and supports the childminder well in managing the service she provides. Children are effectively safeguarded. She confidently describes some of the potential signs and symptoms of abuse and knows to record and report any concerns. Furthermore, she has attended advanced safeguarding training and has up-to-date contact numbers for children's social care services. All adults living on the premises are suitably vetted. The childminder is conscious of the need to ensure that the environment in which children play and rest is safe, and carries out robust risk assessments of her home. The childminder routinely evaluates the educational programme and her assessment of children's learning and development; she adjusts planning to reflect any changes in their interests or needs. This ensures she has an accurate

understanding of all children's strengths and weaknesses.

Children and their parents benefit greatly from the childminder's experience as a childcare practitioner. Regular two-way communication takes place between parents and the childminder and all required information is gathered from parents. Furthermore, the childminder asks parents to share the things they notice about their children's progress and interests. Parents are invited by the childminder to contribute their ideas, comments and observations into their child's learning journey and this ensures consistency in children's learning. Comments made by parents' on the settings web page clearly show that they are very happy with the care their children receive. Good systems are in place to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care, for example, the childminder has forged links with the local primary school.

The childminder is enthusiastic about what she does and demonstrates a strong capacity for improvement. She is keen to develop her service and she has made very good progress since her registration. For example, she has attended training regarding the progress check at age two and intends to further her knowledge through her own research. She has created a very enabling environment for the children, and additional resources have been obtained that offer children a wide range of experiences. The childminder is constantly reflecting on practice and has clear plans in place to develop the service. For example, she intends to develop the outdoor area by fitting external mirrors to the garden fence to give children a different perspective when playing outside. The childminder encourages parents to express their views on their child's care and her provision through their regular discussions. This helps her to tailor the service that she provides to their specific requirements.

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	EY462726
Local authority	South Tyneside
Inspection number	922554
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
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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