

Inspection date	16/09/2013
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 monitors children's progress well to help them move on in their learning. She uses her observations to plan specific activities and a range of interesting outings, which meet the individual needs and interests of the children.
- Children's well-being and individual care is very well supported. They have very strong relationships with the childminder. Therefore, they feel safe and secure as they receive lots of natural cuddles and reassurance from her.
- The childminder is experienced and committed to her role. She updates her knowledge through training as necessary and continually reviews her practice and documentation to help her develop and improve.

It is not yet outstanding because

- There is no attractive or cosy book area for children to sit comfortably with books and there are no readily accessible art, craft or drawing materials set out. This does not fully promote children's independent choices, creativity and literacy 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 toured the premises and held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed routines and activities in the playroom, kitchen and main room and spoke with children.
- The inspector viewed a sample of documentation, including policies, children's learning journals and other relevant documentation.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 2000. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and teenage children aged 19 and 16 years in a house in Wideopen, Newcastle upon Tyne. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local Sure Start centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 8pm, Monday to Friday, except for family holidays. She 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:

- provide an attractive and cosy book area for children to sit comfortably to promote a further interest books and ensure that readily accessible art, craft or drawing materials are set out to promote children's choices so that they can be spontaneously creative.

Inspection judgements

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

The childminder has a good awareness of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She concentrates her activities on the prime areas of learning for the younger children and moves them on to the specific areas as they are ready. For example, children who are nearly three-years-old can use technology competently and know some numbers in context. She supports the younger children to develop confidence around people by attending regular groups and helps them to understand the needs of others, for example, by learning to share through turn taking.

The childminder knows what children are interested in and ensures that their favourite toys are readily available for them, such as specific dressing-up outfits. Through her observations she gains an insight to their interests and plans activities around this. For example, when she notes that some of the boys enjoy playing with small world transport

vehicles they plan a trip on the bus, visit the airport and play at being 'bus conductors'. She also follows through activities successfully with the children to ensure that all the areas of learning are covered, for example, when they went to a dinosaur exhibition they drew pictures of dinosaurs and played with dinosaur figures in the home. The childminder introduces relevant words, such as, 'big', 'fat', 'scary' and 'green', to promote children's language for thinking and literacy skills. Children enjoy being with the childminder, they excitedly get their dressing-up outfits on when she talks to them about this. They show an interest in stickers and point to the different characters they recognise. The childminder also encourages children to do household things, such as collecting up the letters when the post is delivered. This helps children to feel settled and builds their self-esteem and confidence.

Attendance at relevant groups, such as, parks, children's museums and childminder drop-in centres, ensures that children take part in varied activities, such as, art and craft, singing songs and healthy food activities. This promotes their all-round learning and progress and helps them to be prepared for pre-school or nursery. When the childminder feels that children are ready she also introduces simple phonic sounds during their play. Good learning journal books are in place and these show lovely photographs and observations of what children have been involved in over time. The childminder links these to the seven different areas of learning and plans for their next steps. For example, when children are observed playing picture dominoes she plans to provide more activities that require turn taking and position to promote mathematical development. She knows where children are in their learning and knows what they can do. She is in the process of completing the 'progress checks at age two' and has pre-prepared the draft summaries for parents. She fully involves the parents in this as she asks them to complete information to make their own assessment of their child's development. Once these are returned she will spend time discussing these in depth with the parents. This shows that sharing of information is good and ensures that any targets and next steps are worked on alongside parents. If she has any concerns over a child's development she discusses this with parents and gives them advice on which professionals they may want to speak to.

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

Children play in a homely environment. There is plenty of space for them to play and explore, for example, in the spacious living room and the small playroom. Toys are easily accessible and children know that they can go into the walk in cupboard if they want further resources. However, there is no attractive, cosy area if children want to curl up with a book and the playroom does not have any easily accessible art, craft or drawing materials readily available. Therefore, this does not fully promote children's independent choices, creativity and literacy development further.

The childminder knows that children can become clingy in new situations and she provides lots of reassurance and cuddles. Children have formed strong bonds with the childminder. They approach her easily and lift up their arms to her for cuddles, ensuring that they receive plenty of emotional support. Children's behaviour is good and the childminder offers lots of positive praise, which gives them a good sense of belonging.

The childminder discusses the children's individual needs from the start with parents. She gains parents details, emergency contacts, discusses any concerns that they may have and documents any allergies, likes and dislikes. She also talks about what their children like to do and food they like to eat, and she always offers a trial and settling-in period. This helps children to cope well with the move from home to an unfamiliar setting and gives the childminder a good starting point from which to base her care. The childminder exchanges regular verbal information with parents to gain their views on how they feel things are going. This means that good communication ensures that children's needs are well met.

The childminder talks with children about safety and she has relevant activities available to reinforce this, such as stories and colouring activities about fire safety and plans a trip to the fire station. When it was sunny she talked with children about the dangers of hot sunlight and encourages them to put on sun cream by themselves and why this is important. Children learn the importance of eating healthily as they visit the local shops with her to buy the fruit and vegetables for tea. The children get plenty of fresh air when they play in the garden and tend to their plants. They also have easy access to an adjoining field via a secure garden gate. Here children can play more exuberantly and run around with balls and bubbles, which promotes their good health and physical abilities.

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

The childminder has a secure understanding of safeguarding children. The Local Authority Designated Officer and Ofsted investigated a recent incident and she was given a notice to improve her understanding of safeguarding policies and procedures. The childminder was also suspended for a short period while an investigation took place. At the time of the inspection it was found that practice and procedures, with regards to safeguarding, are being met. The childminder has a good understanding of what to do if there are any allegations against her or her family and knows what to do and who to contact if she has concerns about a child's care or welfare. She has also updated her safeguarding training. This means that children are well protected. Good written risk assessments within the home and for outings and daily safety check sheets cover rooms in the home, toys, cleanliness and smoke detectors. This ensures that children move around freely and easily in a hazard free environment.

The childminder uses the Ofsted self-evaluation form to help her target priorities for improvement. She knows what she is good at and what she would like to improve. For example, she regularly reviews the way in which she monitors and records children's observations in her learning journals to continually find effective ways to show how children make progress over time. She knows the importance of training to update her knowledge and skills and regularly accesses this. She also regularly meets with parents to go over their child's care and has only ever received positive feedback from parents, from thank you cards and letters. If there were any issues the childminder would include this in her self-evaluation to help her improve. She also regularly attends relevant courses to help

her improve, such as, developing practice, food hygiene and child protection. She has successfully met the recommendations from the last inspection, which has improved children's access to information and communication technology and she has a clear procedure for children who are unwell.

The childminder builds good relationships with parents and other providers of the Early Years Foundation Stage. She is flexible and helpful, for example, she often has some children late in the evening to fit in with parents working patterns. She uses the plans, topics, themes, phonic and reading programmes from the school and nursery so that she provides effective continuity and consistency for children's learning.

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	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	309996
Local authority	North Tyneside
Inspection number	936165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17/03/2009
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.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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