

## Inspection date

Previous inspection date

05/12/2013

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

- Teaching is good because the childminder has a good awareness of how children learn and plans effectively to promote their learning through play in a range of fun activities. As a result, children make good progress in their learning and development.
- The childminder is effective in promoting children's communication and language development, as she regularly talks clearly to children during their play.
- Relationships between the childminder and the children are extremely warm, trusting and very secure. The childminder recognises the uniqueness of each child in her care supporting their emotional well-being.
- Partnerships with parents are good because the childminder engages them in their child's learning. Therefore, a consistent approach to children's learning is effective.

### It is not yet outstanding because

- There is scope to improve the access that children have to a range of resources that encourage babies and young children to use all of their senses.

## 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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the living room.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector took into account the written views of parents about the care and learning their children receive.

## Inspector

Lynne Pope

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their two children aged nine and 11 years in a house in Cramlington, Northumberland. The whole of the ground floor is used for childminding. The family has a dog, cat and tortoise.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, 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:

- enrich children's opportunities for investigations of their senses, for example, by regularly providing a range of everyday objects for babies and young children to explore and investigate, such as treasure baskets.

## Inspection judgements

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

The quality of teaching is good because the childminder has excellent procedures in place to plan around children's interests. She provides resources linked to these interests and makes sure that they are age and stage appropriate. The childminder discusses children's needs before they start with parents and parents complete an 'All about me' document. The childminder assesses their learning under the prime areas, which results in her having a clear understanding of children's individual starting points and helps her to plan appropriate activities. She continually assesses children's development by referring to guidance, such as Early Years Outcomes. This helps her identify how she can extend their learning, which ensures that they are continually challenged in their development. Through discussion the childminder demonstrates a good understanding of the areas of learning that she is currently focusing on with each child. For example, with very young children she is helping them to socialise with other children.

Children are very settled with the childminder. They stay close to her side during activities as they use her as a secure base from which to explore independently. The childminder gives high priority to supporting children's communication and language skills. She builds

up their vocabulary through everyday activities, chatting to them as they play and she uses resources, such as talking to them through hand puppets to stimulate their interest. Babies respond by babbling during their play and as they get older start to form individual words as they experiment with the different sounds they make. The childminder helps children learn the correct way to pronounce words by repeating what they say, such as Hiya and completes words for them when they manage to say part of the word. The childminder appreciates that children start to understand more than they can express themselves and gives them simple instructions, such as passing a drink to another child. She gives them lots of praise for their efforts, which helps to develop their self-esteem. Children become familiar with rhymes and songs as the childminder regularly sings to them. This is shown by children smiling while they listen and singing the sounds to themselves while they play. This helps them learn how to do the actions, such as pointing to the correct body parts. Children develop an appreciation for books as they look at them with the childminder. The childminder repeats the words on the pages and more able children start to copy what she says as they look at the pictures. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

The childminder is fostering excellent relationships with parents. She effectively involves parents in assessing and planning for children's learning. She meets with them regularly to discuss how children are making progress and together they talk about the next steps in children's development. Learning and development records are sent home with parents, so that they can see what their children have been involved in and they are encouraged to add their own comments. This helps parents to continue their child's learning and development at home and keeps the childminder updated on their interests.

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

Children enjoy warm relationships with the childminder and display a strong sense of belonging in her home, which results in the childminder effectively promoting their emotional well-being, personal and social skills. Effective settling-in procedures are in place, where children either come and visit before they start or the childminder meets up with them at other venues. This results in a smooth transition for children from their home to the childminder's care and they become familiar with her as their key person. The childminder has a very calm and consistent manner when caring for children. Their behaviour is good because she takes a consistent approach in managing it. For example, she talks to children and uses distraction to divert them to other activities. This means that children learn to share and play cooperatively within a safe environment. Children learn how to keep themselves safe and to recognise danger. For example, the childminder talks to them about why they should not stand on the sofa or in a tub and what the consequences could be, such as a bump, to develop their understanding.

The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are set out each day in the living room and children make their own choices about what they want to play with. This develops their independence. The

childminder has natural resources that children can explore, however they are not always available for very young children to stimulate their senses. Activities are planned both in the home and outside for children to develop their physical skills. Indoors the childminder provides space for babies to crawl and connect with the resources and they start to pull themselves up on the furniture. She makes obstacle courses using cushions to help them learn how to negotiate the space. Children play in the garden, visit parks and use large play equipment to further challenge their developing skills. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. They develop good self-care skills as they feed themselves and the childminder supports them in attempting to take their own coats off when they come in.

In preparing children for the transition to school the childminder ensures that children are confident in being around large groups of children by attending toddler group sessions. This helps children learn about the local community and refines and enhances their good social skills. The childminder establishes links with local nurseries and schools. This benefits children at a time of change, through consistency of care and learning experiences.

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

The childminder has a secure knowledge of both the learning and development and the safeguarding and welfare requirements. Children are safeguarded effectively because the childminder is clear about her role in keeping children safe. She is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. The childminder has a good understanding of the requirements regarding the numbers of children that she can care for at any one time and maintains accurate records to show that she keeps to them. The home, garden and outings are risk assessed to make sure they are safe and to identify and prevent potential hazards. All of the required documentation and parental consents are in place, maintained accurately, and stored appropriately to ensure confidentiality. Written policies and procedures are shared with parents so that they understand the procedures that the childminder follows.

The childminder has evaluated her practice and set targets for improvement, for example, to seek further training to improve her skills and knowledge in caring for children, such as attending the designated person safeguarding course so that she can find out more on how to deal with any concerns that she might have. Parents contribute to this process through discussion and completion of questionnaires. This enables her to address any concerns that they may raise and has resulted in very positive comments from parents. The childminder welcomes the input of the local authority development worker as a source of good practice guidance. She has taken on board this advice and is currently attending a level 3 qualification in childcare. This demonstrates her commitment to improving her service and therefore, the care and learning of the children she minds. The childminder routinely monitors and evaluates children's learning and development and the experiences she provides. She successfully uses information gathered through observations of children and discussions with their parents to inform her assessment of children's progress. This means she can easily identify if there are any delays or gaps in a child's development that

she can address.

The childminder meets children's needs well because she works closely with parents. She is aware of liaising with local agencies and how children benefit from this collaborative working. All children are treated equally and benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. Parents spoken to at the inspection state that they are very happy with the care that their children receive and that they can see a difference in their children since they started, such as starting to say words. This positive experience helps children to move forward in their learning and develop skills for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY453027
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	945798
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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