

<b>Inspection date</b>	27/11/2013
Previous inspection date	26/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		3
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 behave very well in the setting, show high levels of confidence in their own abilities and are keen to try new experiences. This is due to the childminder and her assistant continually valuing children's efforts and lavishing them with praise for their achievements.
- Children have secure relationships with the childminder and her assistant due to the strong bonds they have developed in their time at her setting.
- Children's counting is promoted well by the childminder. The childminder consistently supports children's interests in numbers to ensure they acquire good skills for their future learning.

#### **It is not yet good because**

- Assessment of children's development is not yet precise enough to continually identify the next steps in their learning in order to plan activities that help them make good progress.
- Routines during the sessions are not flexible enough to give children sufficient time to select resources that they want to play with and make choices about what they want to do.
- Children's understanding of good hygiene practices is not always supported as well as it could be.

## 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 living room and dining room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and viewed letters left at the setting from other parents.

## Inspector

Julie Larner

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Blyth, Northumberland. The whole of the ground floor, toilet and bathroom on the first floor and the rear garden are used for childminding. The family has two cats as pets.

The childminder attends toddler groups and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently 12 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday and 7am to 4pm Saturday and Sunday, except during 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 precise assessments of what children can do are used to plan suitability challenging activities that focus on children's next steps and support their continual progress towards the early learning goals
- ensure that there is a good balance of adult-led and child-initiated activities during the routine of the session so that children have sufficient time to enjoy self-chosen play.

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

- consistently promote children's understanding of good hygiene during spontaneous opportunities and routines.

## Inspection judgements

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

Children make satisfactory progress in their learning and development. The childminder plans a range of enjoyable activities that children are keen to participate in and mostly extend their learning in all areas. Regular observations about what children can do ensure that the childminder can provide appropriate activities and experiences to mainly further their development. However, observations are not yet always sufficiently focused to enable her to accurately assess how to provide challenge to help all children make good

progress in their time at the setting. Although the childminder does not presently have any children who are between two and three years old she is aware of how to conduct the progress check at age two and knows how she will use this to help children's progress. Children's interests are securely valued. The childminder ensures that she knows what children enjoy and plans activities, such as baking, that they relish. By following written plans the childminder provides a range of opportunities for children to develop in all areas of learning. Information about children's starting points when they begin attending her setting is collected from parents. This results in the childminder having a secure understanding of what children can do and is able to plan how to move children's learning forward. The childminder shares information with parents about what they have enjoyed at her setting and encourages them to continue children's learning at home. This contributes towards establishing secure partnership working.

The childminder shows an adequate understanding of the areas of learning and provides activities which promote these. The childminder responds to children's requests as she brings out different resources that children enjoy, such as cars. However, at times the routine of planned activities is too rigid. This means that children do not always have sufficient time during sessions to enjoy freely chosen play, develop their interests and try things out for themselves.

The childminder clearly promotes children's mathematical development well. She and her assistant, continually promote counting. This supports younger children to take an interest in numbers, while also extending older children's learning and development. The childminder extends children's critical thinking skills well during story time. Children confidently share their ideas and thoughts about what will happen next as they keenly chat about what is happening. Younger children's communication is valued as the childminder and her assistant repeat words and continually responds to their gestures. The childminder plans activities that promote and value children's creativity. She takes them to local groups where they use clay to make Christmas decorations and plans home based activities where they explore spaghetti, foam and water filled with bubbles. The childminder clearly knows the children's interests and likes and plans experiences based on these to motivate them in their play. Consequently children persist in activities for long periods of time due to the childminder's understanding of what they like and the constant support that she provides. The childminder adequately prepares children for their move to school or nursery. By focusing on personal care skills, such as encouraging them to put on their coats and shoes on, she promotes the independence skills they need for their transitions.

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

Children have positive relationships with the childminder and her assistant. They approach them confidently for support or reassurance showing that they have developed strong bonds with the adults who care for them. The childminder collects information about each child's welfare needs from parents when children first start to attend. She then uses this to ensure that their needs are met and their familiar routines are followed to ease transitions between home and her setting. Children are lavished with lots of continual

praise for their achievements from the childminder and her assistant. This results in raising their self-esteem and confidence while also successfully encouraging them to try new experiences, for example, to taste different foods. Older children provide a positive role model for those younger than them. The childminder teaches children how to share and take turns, which then successfully encourages the children in her care to do the same. Children enjoy taking responsibility for appropriate tasks, which promotes their skills in being independent, for example, all children clear their plates away and take them into the kitchen after lunch.

Children have daily opportunities to enjoy being outdoors and benefit from lots of fresh air. They walk to and from school and regularly attend sessions at their local soft play area, which develops their physical skills through robust play. Children benefit from healthy foods and snacks that the childminder provides. Younger children are becoming increasingly independent at meal times as they enjoy feeding themselves with the childminder's encouragement and praise. Consistent procedures are used by the childminder and her assistant to ensure that children's health is safeguarded. For example, they clean down areas before lunch, and support children to wash their hands before meal times and cooking activities. However, sometimes support from adults is variable to teach children about why they must wash their hands, or why they should put their hand over their mouth when they cough.

The childminder conducts daily risk assessments of the areas that children use to ensure that these are both safe and suitable. She teaches children about safety through gentle reminders and regularly practicing fire drills to ensure that they know what to do in the event of an emergency. The childminder evaluates how this can be improved. For example, children have recently become more mobile, but not sufficiently so that they can get out of the premises quickly so more drills are practiced to ensure that evacuation times can be improved and children remain safe. Children have access to a sufficient range of resources that are easily accessible in low level shelving. This means children are able to make some decisions and choices about what they want to do.

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

The inspection took place following concerns about the suitability of the childminder's assistant. Ofsted visited the provider to investigate these concerns and found that the childminder did not understand the procedures to follow where there are allegations against other adult working with the children. The childminder has also left minded children in the care of another childminder. These are breaches of the Early Years foundation Stage requirements and the childminder was given a notice to improve these areas of her practice. The childminder is now secure in her knowledge of what she would do if there was an allegation about herself or any assistants she employs. She also ensures that minded children are never left alone with any other adults, except herself and her assistants. The childminder shows a secure understanding of the welfare requirements and has developed an adequate awareness of the learning and development requirements. She is beginning to monitor the progress children are making in her setting. However, this is not yet robust or consistent enough to accurately identify the next steps

in each child's learning. The childminder has begun to evaluate her practice and has successfully identified the areas of her practice that she wants to improve, which focus on those that have the most impact on children's learning and development. For example, the assessment of children's progress to enable them to achieve the next steps in their learning. The childminder shows a clear understanding of how to safeguard the children in her care and recognise signs of abuse. Secure procedures are in place to ensure that assistants are aware of their roles and responsibilities and the childminder ensures that they are deployed well to support children's learning and development.

The childminder has difficulties attending training due to the times she cares for children and she does not drive so finds it hard to attend courses in other parts of Northumberland. However, she has completed safeguarding training on-line and has attended a nearby course called 'about boys'. She has successfully used ideas from the training to develop strategies for 'fussy eaters', which have worked well to encourage boys to try new foods. The childminder has made adequate progress since the previous inspection. She has addressed issues which have had a beneficial impact on the care and development of the children. For example, by continuing to attend training she has promoted her personal development and has planned for and now observes what children are learning, although assessment still needs to further improve in order to provide challenge for all of the children who attend.

Partnerships with parents are positive. They comment on how flexible the childminder is and say that their child has 'settled well' and comment how the childminder communicates well with them and that she is 'very approachable'. The childminder values verbal exchanges with the parents when they collect their children. She uses these opportunities effectively to share what children have done and talks to parents about the development their children are making. The childminder has a range of written policies that are shared with parents to ensure they are aware of how her setting operates and know what to do if they have a complaint. Although the childminder does not presently have any children who require any additional support with their learning she is aware of how she would provide any further help to extend their development. She has completed training in disability awareness to strengthen her practice in this area. The childminder attempts to work alongside others who provide the Early Years Foundation Stage for children attending her setting and talks to parents about what children are doing at school or nursery so that she can provide a continuous learning journey for each child.

### **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

<b>Unique reference number</b>	EY271663
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	940936
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/11/2008
<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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