

Inspection date

Previous inspection date

07/01/2014

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

- Children build secure attachments with the childminder. As a result, they smile and show obvious delight and pleasure when they spend time with her.
- Children's learning and development is effectively promoted as the childminder plans activities based on children's interests and supports them effectively so that they make good progress.
- The childminder promotes children's self-esteem and confidence through her use of praise and encouragement.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- The environment is not consistently rich in print, signs, labels and symbols to help young children develop further skills and interest in the meaning of words.

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 children's activities and the areas of the home that they have access to.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.

Inspector

Anthea Errington

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives and works alongside her partner who is also a registered childminder. They have two young children. The whole of the house is used for childminding. The family has a pet cat and tropical fish.

The childminder attends toddler groups and activities and parks on a regular basis. She collects children from the local schools. There are currently nine children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 7am to 6.30pm, Monday to Sunday, 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:

- develop the environment further so that it is richer in print, so that younger children's attention can be drawn to marks, signs and symbols to enhance their skills in learning that words carry meaning.

Inspection judgements

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

The childminder successfully builds on children's learning and skilfully plans for their learning and progression. She demonstrates a secure knowledge of how children learn and is supporting children well to make good progress in their overall learning and development. For example, she knows children display an interest in vehicles and uses this opportunity to support their development in their communication and listening skills as they engage in conversations whilst outdoors and learn to construct simple sentences. Activities planned for individual minded children provide good learning opportunities across the prime and specific areas of learning. Children's individual learning journals, which contain photographs, observations and examples of their work, demonstrate that they are working well within the typical range of development expected for their age.

To support children further in their language development the childminder uses good teaching skills. For example, she describes their play to them, extending their vocabulary and using careful questions that are appropriate to the children's level of understanding. Although children are beginning to learn the meaning of words, there is scope to improve this even further, for example, by providing an environment which is rich in print using words as well as pictures to support children's understanding further. Children have good opportunities to develop physically and are beginning to gain an understanding of shape

and measure as they crawl through the indoor tunnel. They attempt to grasp crayons and pencils and develop their hand and finger control as they attempt to make marks on the paper. The childminder recognises the short concentration span of younger children and responds well to this, readily changing or extending activities to ensure children remain interested and focused. Young children, through the use of the many interactive toys available, are able to listen to sounds as they press buttons, turn knobs and play with musical instruments. This helps children begin to develop an understanding of how things work. At all times the childminder encourages, supports and praises the children so that they feel valued and good about themselves. This all helps to effectively develop the key skills they need for the next steps in their learning when they move on to school.

Although the childminder has only been minding for a short time, she has already established very good working relationships with parents of the minded children. She keeps parents well informed of their children's progress through the use of daily diaries, learning journals and daily discussion. She encourages and values their feedback both through discussion with her and from the evaluative written responses they provide. In addition, she is interested in children's learning at home and uses the information shared with her to build into the weekly plans for their children's learning. Parents are extremely positive with the care she provides for their children. They comment they appreciate the play and learning ideas shared with them to support their children's overall learning and development.

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

Good settling-in procedures allow the childminder to get to know children and supports them in becoming familiar with her. For example, the childminder visits the children in their own home as well as inviting them into her home before the minding commences. Children make a number of visits prior to starting; gradually increasing the amount of time they spend with the childminder. This supports their emotional security and ensures a smooth transition between their own home and her care. A warm, welcoming and friendly environment is evident which helps to meet children's emotional and physical needs well, they smile with pleasure and are confident to make their requests known. Children have clearly built up close bonds with the childminder and are happy to cuddle up next to her on the sofa where they comfortably rest and relax. The childminder promotes children's self-esteem and confidence through her use of praise and encouragement, therefore, they are settled, happy and behave well.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. They visit local facilities and play regularly outdoors in the garden. The childminder ensures children are provided with fresh, healthy meals and snacks during the day. Children are reminded of the importance of keeping hands clean by posters displayed at their height in the bathroom. They thoroughly enjoy their snack of toast and have access to regular drinks and select their own cups when they wish to drink. They play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment which effectively supports their overall well-being and care. The environment promotes children's independence well as resources are readily available to them.

Ongoing risk assessments ensure accidents are minimised to ensure children's safety. In addition, the childminder gently reminds children to be careful as they manoeuvre around her home and encourages them to tidy away with her to ensure safe clear floor space. This all helps them to develop an understanding of keeping themselves safe.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding, welfare, learning and development requirements. Information held by the childminder is effectively organised and written policies and procedures are in place and shared with parents. The childminder has a good knowledge of child protection issues, such as the signs of abuse and neglect, and procedures to follow if she had a concern about a child in her care. This effectively protects children from harm. Written risk assessments, along with daily checks and constant supervision of children ensure that risks to children in her care are minimised. All documentation required to effectively safeguard children and support their welfare is in place and up-to-date, including children's details and attendance records. The childminder holds a current first aid certificate and is aware to keep written records of all medication administered to children. She has a first aid box, which is accessible at all times with appropriate content for use with children.

The childminder is confident in her delivery of the education programmes which includes both the prime and specific areas of learning. A very good range of experiences are planned and delivered, to help children make progress across the areas of learning. To ensure she has a sufficient knowledge of children's abilities, skills and development she makes effective use of observation which she then uses effectively to plan for children's next steps in learning. She demonstrates a very good understanding towards monitoring and evaluating her service and collects both parents and children's views to support her in making continuous improvements to the childminding provision. The childminder is proactive and keen to develop her knowledge and understanding further by attending relevant childcare courses and has arranged further training to improve her knowledge and skills further. This all provides evidence of a commitment to continually improve her provision for the benefit of children.

Partnership working with parents is good; consequently, children's individual needs are met through the trusting and respectful relationships being fostered. Purposeful partnerships with other professionals delivering the Early Years Foundation Stage are good and the childminder fully understands the importance of sharing information with them to ensure continuity of care and learning for children.

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	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	EY464945
Local authority	North Tyneside
Inspection number	928138
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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