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| Inspection date | 09/01/2014 |
| Previous inspection date | 03/01/2012 |

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| The quality and standards of the early years provision | This inspection: | 4 |
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| How well the early years provision meets the needs of the range of children who attend | | 4 |
| The contribution of the early years provision to the well-being of children | | 4 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not hold a current first aid qualification. Consequently, she is unable to take appropriate action in the event of a minor accident.
- There are weaknesses in the quality of the educational programme. The childminder does not assess children's learning and development. This means that their next steps are not identified and progress is not monitored.
- The childminder does not always fully promote good hand washing techniques before snacks and meals and as a result there is a risk of cross-contamination.
- Self-evaluation does not clearly identify the strengths and weaknesses of the provision or take into account the views of children and their parents.
- There is scope to develop more understanding regarding how young children develop and learn through repeated patterns of behaviour, known as 'schemas'.

It has the following strengths

- The childminder is effective in supporting children to develop new skills. This is particularly evident in helping children with speech and language.
- Children have secure relationships with the childminder and settle well, this results in their emotional needs being met well.

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 discussed aspects of policy and practice with the childminder at appropriate times during the inspection.
- The inspector observed, talked and interacted with children as they played.
- The inspector checked evidence of suitability with the childminder and discussed self-evaluation.
- The inspector viewed a range of documents, including relevant policies and procedures, children's records and risk assessments.

Inspector

Janice Caryl

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bedlington, Northumberland. The whole of the ground floor, the first floor bathroom, the back bedroom and the rear garden are used for childminding. The childminder attends a toddler group and activities within the local area. She visits the shops, park and library on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, two 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 6.30pm, Monday to Saturday, except bank holidays and 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 meet the requirements of the Early Years Foundation Stage the provider must:

- obtain a current first aid certificate so that appropriate action can be taken, should it be needed, to promote children's well-being and health
- implement assessments for all children, including the progress check at age two, to identify children's strengths and where progress is less than expected.

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

- improve hand-washing routines so that children gain a better understanding of how to promote their health and well-being
- strengthen self-evaluation to identify areas for improvement and to show how these will be addressed to raise the overall quality of the provision
- develop knowledge and understanding regarding young children's play patterns and behaviour, to help promote development.

Inspection judgements

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

Assessment of children's learning is weak and does not ensure that children make the best possible progress. The childminder observes children and plans activities based around their current interests, which keeps them happy and motivated. However, she does not assess their learning to identify their next steps. As a result, children's developmental opportunities are reduced. Children's interests include lining objects up in rows, making tracks and a fascination with wheels. There is scope, therefore, for the childminder to develop an understanding of how to support children further, based on these patterns of behaviour. The childminder gathers information from parents when children first start. She uses this information to help her in getting to know the children. As a result, she has an awareness of their needs, likes and dislikes which help them settle in. She writes a diary and chats informally to them to update parents of how their children have been. She provides some support as she liaises with parents to help children develop specific skills.

In spite of the weaknesses in assessment, the childminder interacts well with children and promotes good communication as she plays alongside them. She encourages them to think about naming animals and objects. Children follow her lead as she pronounces the words, promoting speech and language. She listens well as young children gesture and persevere with early speech patterns as they make requests. She promotes counting, colour and shape as children attempt the jigsaw puzzle. Hand-eye coordination is promoted as she gives encouragement to them to manipulate the pieces so that they fit. Children are given sufficient time to repeatedly attempt the actions. They are delighted when they achieve the task, clapping their hands high with the childminder and each other. As a result, they gain self-confidence and good self-esteem. Children thoroughly enjoy playing the electronic piano. The childminder demonstrates how to turn the piano on and off, supporting children's learning of technology. They sing along to the sounds, enjoying their freedom of expression. There is a good balance of child-initiated and adult-focused activities. The childminder plans activities that teach children to sit and concentrate while they create their own pictures. She gives them choice as she offers different pens, glue products, stickers and feathers to use. She demonstrates what to do and allows children to explore and discover the materials for themselves. Consequently, children creatively use their imagination and establish a sense of worth. Children engage well in the activities on offer, and as a result, are beginning to develop some skills in preparation for nursery and school.

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

The childminder generally promotes good hygiene with children. However, occasionally, children do not wash their hands before eating their snack or meals. As a result, there is a risk of cross-contamination. Children show confidence in the setting and explore their surroundings happily. They demonstrate an understanding of their routines as they happily sit down for snack. The childminder promotes healthy eating as she offers fruit

and water. Menus are healthy, balanced and nutritious. She works with parents to ensure that children's dietary needs and preferences are adhered to. Children benefit from outdoor play, walks into the community or excursions to the park, on a daily basis. The childminder demonstrates her understanding of the value of promoting outdoor activities. As a result, children develop a positive attitude and an understanding of how to keep healthy through daily exercise.

Children show secure attachments with the childminder. She is sensitive and warm, which supports emotional development. As a result, children settle quickly in her care. They confidently approach her to ask for different equipment and seek cuddles when necessary. Consequently, they feel valued, respected and develop a sense of belonging. She promotes good behaviour as she gives clear and consistent messages. This helps children to gain an understanding of what is right and wrong. She verbally praises children and encourages them to be patient. For example, they are asked to take turns and learn to share the toys and equipment. They respond to her instructions as she sensitively explains the reasons. Children therefore develop skills in socialisation and develop an understanding of other's needs. The childminder has links with other nurseries and schools in the area. She shows a level of awareness about the importance of supporting children in their moves to other settings.

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

The childminder does not hold a current first aid certificate which is a breach of the safeguarding and welfare requirement and means that children's safety and well-being is compromised. She is trained in child protection procedures and demonstrates an understanding of what to do should she have a concern. Consequently, children are helped to be protected from harm and abuse. She completes risk assessments on areas where children play and for outings. This helps keep children safe from hazards within the environment. She protects children from hurting themselves within the setting through a number of safety measures, such as safety gates. All household members have been vetted to show they are suitable to be with children, further helping keep children safe from harm or abuse.

Children's progress is not adequately monitored because the childminder does not assess their learning to see how they are developing. This means that children do not make suitable progress and any gaps in learning are not identified in a timely fashion. Assessment of children's learning and development is a requirement within the Statutory framework for the Early Years Foundation Stage. Consequently, the childminder is not meeting this requirement. However, the childminder shows awareness of the procedures to take and the required links with other professionals, should any children show signs of needing support. Her recent training on inclusion and supporting children with special educational needs and/or disabilities has developed her knowledge and understanding of this area of practice. She shows a willingness to develop her skills in meeting the learning and development requirements, thus benefiting the children in her care.

The childminder has begun to evaluate her practice and provision. She liaises with the

local authority advisors and has addressed actions from her last inspection. However, she does not regularly consult with parents and carers to get feedback on areas for improvement. In addition, she does not write and action plan of areas to be addressed or renewed, for example her first aid training. Consequently, the quality of the provision is compromised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- obtain a current first aid certificate so that appropriate action can be taken, should it be needed, to promote children's well-being and health (compulsory part of the Childcare Register)
- obtain a current first aid certificate so that appropriate action can be taken, should it be needed, to promote children's well-being and health (voluntary part of the Childcare Register).

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

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| Unique reference number | EY431096 |
| Local authority | Northumberland |
| Inspection number | 875962 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 03/01/2012 |
| 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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