

Inspection date	16/12/2013
Previous inspection date	02/10/2013

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 has a secure understanding of how to promote the learning and development of children that comes from her instinctive ability to know what children should be doing given their ages and stages of development.
- Children feel safe and comfortable with the childminder, who establishes very warm, affectionate bonds with them. This results in them feeling safe, settled and secure while they are in her care.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, kept safe and well-protected.
- Positive and trusting partnerships are established with parents to aid continuity of care and support children's learning and development.

It is not yet outstanding because

- Very occasionally the childminder misses opportunities to further enhance children's already good communication skills through their daily routines and by providing a commentary of what she is doing.
- The childminder does not always clean the hands of young children before they eat, or provide explanations to make them aware that this forms part of the normal daily hygiene routine.

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 made observations of children while they were engaged in activities in the lounge.
- The inspector looked at children's observation and assessment files and planning documentation.
- The inspector spoke to the childminder and children 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.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her assistant and two children aged 11 and nine years in Prudhoe, Northumberland. The whole of the ground floor, bathroom, kitchen and the rear garden are used for childminding. The family has a dog.

The childminder attends a toddler group and activities in her local area. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, 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 further improve the quality of the early years provision the provider should:

- enhance young children's language even further by taking advantage of daily routines to encourage greater conversations and by providing more commentary on what is happening to help children make links with actions and words
- adopt a more consistent approach to cleaning young children's hands before they eat to help them understand that this is part of the normal routine.

Inspection judgements

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

The childminder knows children well and because of this, she provides activities that reflect their likes and choices. She observes children and effectively uses what she notices; together with information gathered from children's parents to assess their starting points, needs, interests and progress. The childminder confidently describes children's individual personalities and where she intends to move them on next in their learning. Some learning and development information is recorded and regular discussions with parents ensure they are informed of forthcoming experiences and their child's progress. Furthermore, because the childminder plans activities and experiences across all areas of learning, she supports children in acquiring the skills they need for their future learning, such as starting school. The childminder has started to write the summaries for 'the progress check at age two'. These are shared effectively with parents, in order to identify the development levels and needs of each child and to help support their continued progress.

The childminder supports and encourages children while they play and learn. For instance, she teaches children how to make a tower using the blocks and talks to them about the colour and size and introduces number as they count how many blocks they use. This supports children's development in early mathematics. The childminder is effective in supporting each child's communication skills. She encourages emerging vocabulary through repeating words back to children and sensitively demonstrates pronunciation and ordering of words. However, occasionally the childminder does not always make full use of every opportunity to extend children's language. For example, by providing young children with a commentary of what she is doing to help them link actions with words, or during more incidental occasions, such as snack time. Children develop physical skills as they access large physical play equipment in the park and learn about technology during play with cause and effect toys. Children also have good opportunities to socialise with other children. For example, the childminder regularly goes on outings with other childminders and this provides opportunities for children to mix and socialise with their peers. This gives them confidence to build up relationships with others, which helps them when they start school and start to meet new people.

The childminder effectively fosters children's development in understanding the world. This is achieved through outings, such as, riverside walks, picnics in the park and visits to the library where children experience nature and the natural environment, as well as developing awareness of their own community. Children have good opportunities to express their own ideas, be creative and imaginative. They enjoy painting, sticking, exploring different media, textures and drawing. Children are beginning to pretend play and use their imaginations. To promote this, the childminder provides imaginative resources, such as dolls and some utensils. As a result, children create their own ideas. For example, they pretend to pour the tea into the cups and watch carefully as the childminder teaches them how to put the nappy on their doll.

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

Children are happy and secure within the childminder's home as she builds positive relationships with them and responds to their individual needs. She offers a comfortable, inviting and child-friendly environment where there is plenty of space for them to play and rest. The childminder gathers vital information about the child prior to them starting at the provision. These include both the care needs of the child and their learning and development. She uses this information to plan experiences that are familiar to children and invests time in settling children in. This helps children to make a smooth transition into the childminder's care. Children's independence is promoted well as they make their own decisions about what toys they wish to play with. As a result, children have the freedom to make decisions and instigate their own play.

The childminder manages children's behaviour in a very positive way, praising children, using distraction and helping them learn to negotiate with one another. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. Good measures are in place to keep children safe and secure. For instance, the

childminder asks visitors to sign in when they arrive so that she has a record. The childminder promotes children's good health appropriately. She takes children on regular outings, such as, the parent and toddler group, nature trails and the local park. This helps to develop confidence, independence and social skills outside of the childminder's home and therefore, helps them prepare for the next stage in their life, such as attending another setting. The childminder provides children with fresh, healthy and nutritious meals and snacks and ensures they can access drinking water at all times. However, hygiene procedures are not always effective, as the childminder does not consistently wash young children's hands before they eat, or provide explanations as to why this is important to help reduce the risk of germs and spread of infection. Children learn to keep themselves safe as the childminder teaches them about road safety on outings and they regularly take part in the evacuation procedure at home. This helps them to respond to instruction quickly in the event of an emergency.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She ensures no one else has any unsupervised access to minded children and all household members have had suitability checks completed by Ofsted. This helps to safeguard children and ensures she is meeting the relevant welfare requirements. The childminder demonstrates a good understanding of the signs and symptoms of child abuse and is secure about the procedures she must follow in the event of a concern about a child in her care. This means children are safeguarded well. Positive steps are taken to ensure the childminder's home is very safe and secure. Examples of these include an intercom system at the main entrance and the fitting of a security camera in the kitchen to ensure the childminder has sight of children at all times. She also carries out effective risk assessments of all outings undertaken and clearly shows that she understands her responsibilities in ensuring that children remain in her sight or hearing at all times.

The childminder has a secure understanding of the learning and development requirements, how children learn and what she can do to support their learning. She has put in place systems to monitor children's progress and uses these to ensure that all children are making good progress. The childminder has developed friendly and open communication with parents to provide a two-way flow and exchange of relevant information. Parents are given a verbal account of their child's day and the childminder also relays any messages from the schools where necessary. They are regularly invited to contribute to the childminder's understanding of what their children can do and any particular goals they need to work towards, for example, toilet training. The childminder has established positive links with the local school and is able to discuss the progress and needs of individual children in her care.

The childminder is growing in her ability to effectively evaluate the service she provides. Alongside her assistant she accurately identifies where improvements can be made. For example, they have opened up the lounge and dining room, in order to provide more

space for children to play. In addition to this, plans are already underway to improve the outdoor area with the provision of a paved area enabling children to ride wheeled toys thus enhancing their physical development. The childminder has made good progress with regard to addressing the recommendations made at the previous inspections. For example, she has enhanced the partnership with schools by focusing more on what children are learning. This means she is best placed to help consolidate their learning at her setting.

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	EY365360
Local authority	Northumberland
Inspection number	943793
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	02/10/2013
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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