

Inspection date	15/01/2014
Previous inspection date	16/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 knows the children extremely well and builds on their interests effectively. As a result, children are motivated to learn because they enjoy a range of stimulating activities, matched to their individual interests.
- The childminder promotes the health and safety of the children well and she has a good understanding of her responsibilities for safeguarding children. She has assessed the risks to her premises well and has minimised these so children are able to move around safely in the home.
- Relationships with parents are good. Daily discussions and learning journeys keep parents and the childminder informed about the child's day, meaning that children's needs are met.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.

It is not yet outstanding because

- There is scope to develop the educational programme for mathematics further by ensuring that the childminder maximises opportunities to promote counting through everyday activities.
- Less freely accessible natural materials are available for children in the indoor environment to promote children's learning and sensory experiences further.

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 toured the areas of the house used for childminding.
 - The inspector observed activities in the childminder's lounge and dining area.
 - The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a range of records including children's details, learning information, written policies, planning, risk assessments, training certificates and a selection of other documents.
- The inspector checked the suitability of the childminder and her family.

Inspector

Melanie Vincent

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her father, her husband and their three children aged 19 years, nine years and seven-years-old in North Shields, Tyne and Wear. The family has two pet dogs, two cats and a rabbit. The whole of the childminder's home, except two upstairs bedrooms is used for childminding. There is a garden for outdoor play.

The childminder cares for children on weekdays from 7am to 7pm, Monday to Friday except for family holidays. The childminder is currently minding one child in the early years age range. The childminder currently has seven children on roll, all of whom attend on a part-time basis. She attends toddler groups and visits the local park on a regular basis and collects children from the local schools.

What the setting needs to do to improve further

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

- enhance children's already good understanding of early mathematics by ensuring counting is consistently used throughout the daily routine
- provide a range of natural and everyday objects in the indoor environment to enhance children's learning and encourage their sense of exploration.

Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. She uses her good knowledge of the seven areas of learning to provide stimulating activities and resources that capture children's interests. Consequently, children's development in all areas of learning is well promoted. This contributes to the good progress children are making. The childminder knows where the children are in their learning as she has completed clear observations that informs her planning. She knows what children have achieved, what they enjoy and how she can support them further. Effective use is made of daily observational record sheets and 'learning journeys'. Consequently, children's individual needs are well met in the setting, preparing the children for their next stage of learning.

Teaching is good and the childminder skilfully intervenes and extends children's learning during activities. An emphasis is placed on the development of language and

communication. The childminder talks to the children constantly, listening to what they are saying, extending vocabulary and using careful questions that are appropriate to the children's level of understanding. The childminder demonstrates great skill as she listens carefully and models words and sentences, for example, when introducing the language of movement such as 'squeezing', 'turning' and 'twisting'. This means that children are confident at trying new words and sounds for themselves and are becoming skilful communicators. The childminder sits on the floor with the children and gives them lots of eye contact and verbal encouragement. She is mindful of individual children's attention span and allows children to move on to other activities when they are ready. This demonstrates the childminder's good understanding of how children learn and appropriate expectations for their ages and stages of development. There are opportunities for children to talk about and read favourite books. They enjoy reading books and know how to handle them well, for example, they know that print carries meaning and follow it from left to right on a the page. During activities such as exploring play dough, children develop the concepts of size, shape and colour. The childminder extends their language and mathematical skills further by introducing new concepts. However, there is scope to develop opportunities to promote counting through everyday activities. Children take part in a range of planned activities to support their creative development, such as gluing and sticking and are encouraged to develop their fine motor skills with the use of scissors to cut dough. There are less freely accessible natural materials available for children in the indoor environment to promote children's learning and sensory experiences further. Children develop their physical skills with regular outside play together, outings to the park, toddler group and soft play.

The childminder works closely in partnership with parents. She gains information from parents about children's routines, their likes and dislikes and starting points through an 'All about Me' document, which she uses effectively to support children's individual needs. Parents receive regular information about their children's progress. This is through informal discussions and the sharing of learning journeys. Written observations are included in individual learning journals showing the progress that children make. Parents are encouraged to share information about what their children enjoy at home, which the childminder extends in the setting. She regularly exchanges information on children's activities and learning when they are dropped off and collected from school or other settings.

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

The childminder has lovely relationships with the children. She is calm and caring and the children relate well to her. Children feel happy and secure with her and enjoy exploring the toys and equipment with the childminder. Children display high levels of confidence and self-esteem. For example, they move around the home freely selecting their own activities from a range of resources and respond enthusiastically. This means that children are emotionally secure in the setting. Children are able to operate independently in the setting as they confidently access resources that they want to use. Children play in a welcoming, homely environment, which is very clean and well maintained. Most resources and toys are easily accessible and there is sufficient space for children to play on the floor or sit comfortably on the settee to look at books. She is vigilant with regards to children's

safety indoors; for example, reminding them to be careful when playing around the family pet dogs or when they go to stand on chairs.

Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with the childminder. The childminder's regular trips to toddler groups and school help children to develop confidence away from the main care setting. This prepares children for the next step in their life, such as starting at the local nursery or school. There is a good working relationship with the local schools, which supports children's transitions. The childminder communicates with the schools on a daily basis.

Children behave well in the setting. The childminder has clear behavioural expectations which the children respond to well. They learn to play alongside each other, listen to each other and share their toys. This helps them to learn about their own feelings and those of others. Children respond well to the childminder's clear guidance and reassurance and are polite and well mannered. These skills will support children in their future learning. The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. They are supervised in the toilet and when washing their hands. The childminder constantly reinforces good hygiene procedures, such as hand washing. They regularly walk to the toddler groups, play outside in the garden, go to parks and on outings in the summer months. Children have a range of healthy, nutritional snacks and meals.

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

The childminder has a good knowledge of safeguarding procedures. She knows how to identify and report concerns that she may have about a child in her care. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Proof of suitability for all members of the family is held on file for inspection. Robust risk assessments of her home and outings are in place and updated regularly. The childminder's documentation is all very well organised, easily accessible and underpins her practice well. These together with a comprehensive range of policies mean that children are well protected.

The childminder monitors her provision effectively. She successfully identifies what she does well and how she helps children learn. The educational programmes are monitored to ensure all areas of learning are covered and they provide suitable challenge for the children. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. Parents are involved in this process through daily discussions and children help her to evaluate her provision verbally. The childminder recognises the importance of professional development and attends further relevant training and uses this to improve her practice further. She has developed links with the local authority and attends local network meetings. As a result, the childminder has a good capacity to improve further.

The childminder has positive relationships with parents and shares information about children's activities and routines on a daily basis. She involves parents in children's

learning and successfully builds on their home interests, through the use of 'learning journeys'. Parents' written comments are positive, for example, parents state that their children are cared for in a 'homely and caring environment' and that the childminder offers 'high quality care'. Long established relationships with other settings and schools that children attend results in the effective development of children's learning from school.

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	EY319829
Local authority	North Tyneside
Inspection number	820514
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 6
Total number of places	7
Number of children on roll	7
Name of provider	
Date of previous inspection	16/06/2009
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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