

Inspection date	11/02/2014
Previous inspection date	30/01/2012

The quality and standards of the early years provision	This inspection:	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

- The childminder communicates with parents effectively. Ongoing communication means the childminder and parents work together to meet the needs of the children.
- Children settle very quickly into the setting and are happy in the childminder's care because she has well thought out settling in procedures, which enable her to form caring relationships.
- The childminder has good relationships with local schools and this enables her to build on children's learning effectively.

It is not yet good because

- Risk assessments are not always thorough enough to identify potential hazards, such as hazardous substances in the bathroom. This is a breach of legal requirement in relation to suitability of the premises.
- Children are not always able to access the full range of resources within the setting. This means that they are not fully able to follow their own interests or access resources independently.
- The childminder does not always seize opportunities to fully extend children's learning because she asks too many questions to check understanding.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

The childminder was registered in 2011. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children, aged 10 and seven years, in Gateshead, Tyne and Wear. The home is close to local amenities, such as shops, primary schools and playgroups. The whole of the ground floor and a bathroom on the first floor are used for childminding purposes and there is an enclosed garden available for outdoor play. There is a pet dog, two cats, a bearded dragon and a chinchilla on the premises.

The childminder collects children from the local schools and pre-schools. There are currently two children on roll whom are in the early years age group and attend on a part-time basis. The childminder is open all year round from 7.30am to 4pm, Monday to Friday, except for family holidays. The childminder 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:

- ensure risk assessments are thorough enough to identify all potential hazards and actions are taken to remove or minimise the risk.

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

- improve opportunities within the setting for children to be able to access the full range of resources independently at all times, in order for them to follow their own interests and fascinations
- use narrative language, for example commenting on an activity or key concepts, in order to further promote children's learning and language development.

Inspection judgements

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

Children enjoy a suitable range of interesting activities across the seven areas of learning. The childminder recognises the importance of children being able to follow their own interests and fascinations. As a result, she has recently reorganised the playroom to

enable children to follow their curiosity. When children are using the playroom they enjoy following their own interests as they empty and refill containers, exploring the contents carefully. They also explore the noises that pots and pans make when banged together as they make connections in their learning. These sort of activities engage children and they concentrate for extended periods of time. However, the playroom is not used throughout the session, which means that children are not always able to become engaged in activities and to follow their own focus. As a result, children sometimes find it difficult to become fully engaged in their learning. The childminder has a reasonable understanding of where children are in their development because she observes children to find out what they have achieved and what they enjoy doing. Her observations are matched to the areas of learning of the Early Years Foundation Stage. The childminder uses her observations to plan suitable activities for the children. For example, she plans activities where babies can take things out of boxes and put them back in again to support a fascination of filling and emptying. She uses her observations to assess children's progress against the age related expectations of the Early Years Foundation Stage. This means that areas of under achievement are identified and addressed. The childminder has a good relationship with parents and keeps parent's well informed about the progress their children are making in her care. She also encourages children to take toys and books home with them so that they can develop their interests further at home. Parents comment that bringing books home has helped to further their children's learning. Consequently, children make steady progress in the setting.

The childminder has a suitable understanding of how to support and guide children's play. She plays alongside the children and follows the children's interests. She uses questions to extend learning and check understanding. However, the quality of questioning is variable. When questions are well thought out, they extend learning and play effectively. For example, she asks; 'what are you going to do now?' This helps children to think about what they are going to do and how they can develop the play further. However, questions which check understanding, such as, 'what shape is it?' interrupts the flow of communication, play and learning. However, the childminder demonstrates a suitable understanding of how to develop language and provides a range of resources, such as photographs and books, to help children recall past events in their own lives. This helps children to talk with increasing confidence. She also extends children's communication effectively. For example, she comments on what babies and toddlers are doing throughout the session and uses simple phrases, such as 'all gone'. This encourages young children to copy and verbalise everyday words and phrases.

Children make good progress in their physical development. The childminder plans a range of activities to develop this further, for example, she plans activities, such as putting raisins in a box, to encourage children to pick objects up using their thumbs and fingers. She encourages counting as children count the number of stars they can see or complete a number jigsaw. Consequently, children develop skills that prepare them for the next stage in their learning and in readiness for school. The childminder ensures that children have time to be active and she visits the park regularly. Children also enjoy taking the pet dog for a walk with the childminder. In addition, the childminder plans in regular visits to the local soft play centre to ensure children have plenty of opportunities for climbing or sliding. This supports the development of large muscle skills. Children enjoy exploring how things work. They enjoy using a range of electronic toys and exploring what happens

when buttons are pressed. The childminder extends this by encouraging children to use the computer to listen to songs and rhymes. Consequently, children make sound progress in information and communication technology.

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

The childminder has a good relationship with the children. She is calm but very cheerful and the children respond to this well. Young children have a very close bond with her; they enjoy cuddles and follow her throughout the house. The childminder responds to their individual care needs as she recognises when children are tired or hungry. Parents comment that their children love coming to the childminder, which demonstrates that children are emotionally secure. The childminder has thought carefully about her procedures for settling children in. Children attend with their parents for a small number of sessions. They are then encouraged to leave them for a short period of time. The childminder also arranges outing with the child and their family in preparation for them commencing their contracted hours. She finds out about children's individual interests and care needs from parents too. This means that children settle into the setting quickly. The childminder helps children to settle into school too as she talks about the school and things that they can do there. Consequently, children are already familiar with the school before they start and to aid their transition.

The childminder has a well organised playroom at the front of the house. Resources are stored in clearly labelled boxes and are organised to support children's independence. This encourages children to access resources independently. However, as mentioned earlier, this playroom is not used throughout the session. This means that children are not always able to access resources independently. However, the childminder does encourage independence as children feed themselves or attempt to take off their shoes or coat. Children generally behave well in the setting. She has a clear behaviour management policy, which she consistently follows. Children learn to play alongside each other and younger children begin to learn how to use toys appropriately. The childminder attends local toddler groups to give younger children the opportunity to play and interact with others. These skills prepare children for the next stage in their learning.

Children are beginning to understand how to keep themselves safe in the setting as they practise how to leave the home safely in the event of a fire. They are reminded to hold hands and stay together when outside of the setting. Children have a reasonable understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder provides a range of healthy meals, which take into account different dietary requirements and individual preferences. Children wash their hands before meals, after using the toilet and playing outside. They have access to fresh air and exercise as they go to the park, walk to and from school and visit soft play centres.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. The childminder has a satisfactory understanding of her responsibilities in relation to safeguarding and has attended training. She has clear policies in place and demonstrates a sound understanding of the procedures to follow if she has a concern about a child in her care. Children are generally kept safe inside and outdoors because the childminder carries out daily checks of the house, which generally ensure the premises are safe. However, there are occasions when risk assessments are not thorough enough to identify harmful substances left in the bathroom on the day of the inspection. This is a breach of legal requirements both, in relation to the Early Years Register and both parts of the Childcare Register. However, children are always supervised in the bathroom, so the risk to children is minimized. The childminder has a valid first aid certificate and shows a satisfactory understanding of how to deal with accidents and injuries.

Self-evaluation is satisfactory. The childminder has addressed all the actions and recommendations from her previous inspection and has identified training to ensure all necessary certificates are kept up-to-date. She has clearly identified targets for development. Recent improvements, such as reorganising resources, are beginning to have a positive impact. This demonstrates that the childminder has a reasonable capacity to improve further. The childminder recognises the importance of training and has a National Vocational Qualification at Level 3. She attends regular childminder meetings to share practice and update knowledge. She has a sound relationship with the local authority and acts upon any advice given. The childminder has a reasonable overview of the Early Years Foundation Stage. She monitors her provision to ensure that the seven areas of learning are adequately covered. She also uses her observations to monitor children's progress. As a result, she is able to identify areas where further support is needed.

Partnerships with parents are good. The childminder encourages a two-way discussion between her and parents at handover times. She finds out about what children have been doing at home and any particular information in relation to individual care needs. She tells parents what children have been doing in the setting too. For example, She tells parents about a visit to the pet shop, which they follow up at home. Sharing resources, such as, books and puzzles, also supports their learning further. Consequently, parents are kept informed about their child's day and know how they can support them further. The childminder has developed good links with the local school to support children's continuity of care. She talks to staff about what children have been doing and how she can support them further. For example, she plans autumn walks to support a topic in nursery. School staff commented that as a result of this support, children joined in with the discussion in school with great confidence. This means that the childminder effectively builds on and supports children's learning in school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks. (voluntary part of 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

Unique reference number	EY430745
Local authority	Gateshead
Inspection number	875953
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	30/01/2012
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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