

Inspection date	26/02/2014
Previous inspection date	07/10/2008

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 ensures that children are safeguarded by following effective procedures for promoting safety and welfare.
- The childminder understands how young children learn and develop, which results in them making good progress in her setting.
- Positive and trusting partnerships have been established with parents to aid continuity of care and to support children's learning and development.
- Children have secure attachments with the childminder. She is caring and calm, and as a result, they settle quickly, are happy and content.

It is not yet outstanding because

- Occasionally the childminder does not extend children's communication skills through introducing new vocabulary or providing children with a commentary to promote understanding.
- Opportunities to support children with their problem solving and active learning skills are not always fully extended.

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 the children while they were engaged in activities in the lounge and hall.
- 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 looked at children's learning journals, observation, assessment and planning documentation.
- The inspector spoke to the childminder and children throughout the inspection.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 10 and 12 years in Alnwick, Northumberland. Children have access to the lounge, hall and kitchen and there is an enclosed rear yard for outdoor play. The childminder attends a toddler group, a childminder group at the local Sure Start centre and a music group at a local church. She collects children from the local schools. There are currently four children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and 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 further improve the quality of the early years provision the provider should:

- enhance children's language acquisition even further by providing commentary and introducing new vocabulary to help children link words to their experiences
- provide even more opportunities for children to be involved in open-ended and imaginative activities, which extends their critical thinking and problem solving skills.

Inspection judgements

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

The childminder has a very good understanding of how children learn through play. She successfully builds on their interests and plans for their learning and progression. For example, she knows children particularly enjoy solving puzzles and physical play and always ensures that resources to support physical development and problem solving are available. Children enjoy the time they spend in this well resourced and stimulating environment. Colourful and interesting displays promote all seven areas of learning, celebrate children's work and act as a gallery for children's photographs. As a result, children spend time studying the pictures, which act as an additional stimulus for talk and interaction. For example, young children return to the wall many times to their favourite picture and while looking at it they babble with excitement to the childminder. The childminder interacts with the children at their level and is able to recognise when she should intervene to extend learning and when to stand back and let children explore and investigate. The childminder makes good use of the sessions in the local area. Children attend a toddler group and learning and development sessions at a church and children's centre to complement the activities at home. This helps children to mix in larger groups and develop social skills.

The childminder acknowledges children's early attempts at language by responding positively to their utterances, making eye contact and smiling encouragement. She recognises that children need to develop their vocabulary further and during activities uses complex language plus a simpler explanation, to support children's understanding and acquisition. Consequently, all children make good progress in communication and language. However, there are some occasions when the childminder misses opportunities to extend these skills further. For example, younger children are fascinated by taking a pen top off and putting it back on. They repeat this action over and over again, but the childminder does not take the opportunity to say the words 'on' and 'off', to provide a link to each action. Children are encouraged to be confident, make choices about their play and access resources independently. The childminder provides good opportunities to be creative. Children have easy access to a variety of mark making equipment and resources that develop small muscle skills. They learn about colour, number and mathematical concepts through routine events and planned experiences. However, sometimes the end result of an activity is planned, and therefore, does not always allow for imaginative and critical thinking responses. As a result, opportunities to further extend problem solving skills through open-ended activities are not maximised. The childminder has a good understanding of the skills children need to develop to be ready for school. She regularly takes them to collect children from school, which supports their familiarity with it. Parents say that the childminder has helped their children make the transition to school with confidence.

Detailed observation and assessments are completed and these show that children are making good progress towards the early learning goals in all areas. Assessment is accurate and used to identify and gaps in learning and to plan for next steps. The progress check at age two summaries are detailed and shared with parents. The childminder discusses progress, activities and achievement with parents on a daily basis, where possible. For parents who are unable to attend regularly, the in-depth learning journals show each child's progress and are a high quality record of the time children spend in the setting. They include pieces of children's work, photographs, comments and assessments. Parents comment that they are very happy with the information the childminder shares with them about their children's progress.

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

The childminder meets children's emotional and physical needs very well. Children smile and laugh as they spend time with her and she is warm and caring towards them. She instinctively knows when children are feeling vulnerable. For example, children who are wary of the inspector are kept close and are gently reassured. As a result, children quickly settle and are happy to leave the childminder to engage in play. The childminder encourages children to be independent, but responds quickly to their requests for support. Consequently, children have developed strong bonds with her and they feel safe and secure in the setting. Children have access to a wide range of developmentally appropriate resources which they can access independently. Physical play is promoted and resources, such as a slide and sit in car are available indoors to ensure that children develop their physical skills in all areas of the provision. The outdoor space has been thoughtfully

developed with an area of soft surface replacing part of the yard. The space is well resourced and organised. The childminder promotes children's physical well-being and ensures they develop an understanding of healthy lifestyles. Parents provide lunches for their children and the childminder offers drinks and healthy snacks as appropriate to need.

The childminder gathers comprehensive information from parents about their children, prior to them starting in the setting. This includes information about care and learning and development needs. The childminder uses it to plan experiences, which children enjoy and spends time getting to know them and sensitively settling them in. This helps children to make a smooth transition into the childminder's care. The childminder has good links with schools and is kept up to date about what children are learning, by email. As a result, she is able to offer experiences, which complement and reinforce children's learning at school to support their progression.

The childminder provides a safe environment for children to explore and investigate. She supervises closely, but allows them to stretch themselves physically in order to help them to develop the ability to risk assess. As a result, they are aware of when to ask for help and are developing the skills to know what is unsafe to do. Children are also becoming aware of keeping the environment safe. For example, children ask for help to tidy away the jigsaw pieces from the floor because younger children might pick them up and eat them. Children know the route they need to take if there is a fire, as fire drills are carried out on a regular basis. The childminder gently reminds children about the way they move around the setting to ensure they are safe. Ongoing risk assessments further ensure that accidents are minimised. All children behave very well. They are considerate and respectful of one another. Children are gently reminded about the rules and routines in the setting on an ongoing basis and respond well because the childminder is consistent and has high expectations of them.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. She has written policies, which inform parents of her responsibilities in meeting the requirements. The childminder demonstrates a comprehensive understanding of how to keep children safe and knows the procedures to take if she has a concern about a child. She effectively assesses risk both in her setting and for outings. As a result, children are safe and secure when in her care. The childminder is reflective and evaluates her practice and the provision on an ongoing basis, making changes where they will result in improvements. For example, she has recently reviewed all risk assessment paperwork and is now using a more robust format.

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 extremely robust and accurate systems of observation and assessment, which she uses to good effect to monitor progress and gaps in learning. Children's learning journals are detailed and next steps are cross-referenced to show when children have achieved them. The childminder is committed to improving her practice and provision and attends training

courses, which support this. For example, she recently made story sacks with the children and these have been used effectively to promote communication and language skills. The childminder has plans to access training to further develop her use of story sacks with the children.

The childminder has excellent partnerships with parents. There is a two-way flow of information, which supports children's learning and development. The childminder has a range of policies, which parents can access and vital information about the setting is displayed. For example, the parents can view information about how to make a complaint to Ofsted as well as insurance, first aid and training certificates. The childminder does not currently care for any children with special educational needs and/or disabilities or children who speak English as an additional language. However, she talks confidently about the steps she would take to support children if they were in her care. The childminder looks beyond her provision to access services within the community, which support children's development. She has forged good links with other childminders, schools, the children's centre and accesses local authority support. As a result, she is able to keep up to date with good practice and continually improve her provision.

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	506920
Local authority	Northumberland
Inspection number	872339
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	07/10/2008
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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