

Inspection date	12/03/2014
Previous inspection date	02/10/2008

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

- Children make good progress in their learning, as the childminder has an awareness of each child's individual needs and a good understanding of how children learn and develop.
- The childminder ensures that children are safeguarded by following effective procedures for promoting safety and welfare.
- Children are settled and display a sense of belonging. They have formed close attachments with the childminder as a result of her warm, caring approach.
- The childminder provides a range of stimulating toys and activities in the home and at local groups and on outings. As a result children are interested and motivated learners.
- Good working partnerships have been established with parents to aid continuity of care and to support children's learning and development.

It is not yet outstanding because

- Children are not always given lots of opportunities to undertake a range of tasks to enhance their independence skills.
- Occasionally the childminder does not extend children's communication skills through the use of open-ended questions.

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 viewed the premises, toys and equipment.
- The inspector spoke to the childminder and the children at appropriate times 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.
- The inspector made observations of children while they were engaged in activities in the sitting room, dining room and kitchen.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Blyth, Northumberland. Children are cared for on the ground floor and have access, by stairs, to the bathroom and toilet on the first floor. There is a rear garden for outdoor play. The childminder attends a toddler group, activities at the local Sure Start centre and library. She visits the local shops, the beach and parks, on a regular basis and collects children from the local schools. There are currently six 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 8am to 6pm, 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:

- provide even more opportunities for children to try tasks, which extend their independence skills

- enhance children's language acquisition even further through the use of open-ended questions.

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 and builds on their interests to plan for their learning. For example, she knows children particularly enjoy role play and always ensures that resources, which support imaginative play, are available. Useful information is obtained from parents about children's needs and starting points. As a result, the childminder is able to maintain consistency of care and immediately support learning and development. The childminder is committed to keeping up to date with current practice and procedures. She demonstrates a good knowledge of the Statutory framework for the Early Years Foundation Stage and provides an interesting range of activities to promote children's development across all areas of learning.

Teaching is good and the childminder skilfully intervenes to extend children's learning during activities. For example, during role play she encourages the children to go to the shop for four bananas so that each person in the setting will have one. Consequently, children begin to develop an understanding of one to one correspondence and reasoning. Children have access to a wide range of activities and resources, which they can use

independently. When they show an interest in specific toys, the childminder sits at their level, giving eye contact and verbal encouragement. The children smile and talk to the childminder constantly and clearly enjoy the time they spend with her. The childminder values the children's verbal contributions and responds with questions to extend their understanding. As a result, children make good progress in communication and language. However, there are occasions when the childminder misses opportunities to further extend thinking skills. For example, when the childminder shares a book with the children she does not always take the opportunity to ask open-ended questions, which seek children's thoughts and opinions. The childminder knows her children well and sensitively utilises their strengths to support learning and development. For example, when children match word cards to items in the room she asks some children to demonstrate the activity first to reinforce and consolidate the activity for others. As a result, all children feel confident enough to complete the activity successfully. The childminder has a good understanding of the skills children need to develop to be ready for school. Children accompany the childminder to and from school, which supports their familiarity with it and ability to cope at times of transition.

Observation, assessment and planning systems are embedded and show that children make good progress towards the early learning goals. The childminder accurately assesses children and uses the findings to plan for progression and to identify gaps in learning. She completes the progress check at age two, which show next steps in learning and development and the summary is shared with parents. Regular verbal feedback is given to parents and they are welcomed into the setting to access their child's learning journals. These include photographs, observations, examples of work and contributions from parents.

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

The childminder is warm and welcoming and as a result, children bond with her and are happy and settled in her care. She knows the children and their families well and gathers good information from parents about their child's needs to ensure that children have a smooth transition to the setting. The childminder is sensitive to children's needs and recognises that some children need emotional support, particularly in new situations or with unfamiliar adults. She reassures them and makes regular checks while they play to make sure they are happy. The childminder is approachable and children know they can ask her for support or help when they need it. When they do, the childminder assesses whether to offer support or to encourage them to try for themselves first. As a result, the children quickly become confident and independent learners. However, the childminder sometimes misses opportunities to allow children to further extend independence skills. For example, despite children being capable of peeling their own fruit, the childminder sometimes does it for them. The childminder is particularly sensitive when dealing with children in distress. For example, when children show concern over toileting she supports them very well, gently talking to them and praising their achievements. Consequently, children are able to cope well and quickly settle back to their play.

Children have access to a wide range of developmentally appropriate resources. The outdoor area is being redeveloped to ensure that it is suitable to use all year round.

Alternative outdoor space has been found so that children have access an outdoor space to play. The childminder promotes healthy lifestyles by providing fresh fruit for snacks and encouraging parents to provide a healthy packed lunch. The childminder has high expectations of children's behaviour and is consistent in the way she deals with any issues. The children respond very well to gentle way the childminder reinforces the rules and routines. As a result, they feel safe and secure in the setting and behaviour is very good. The children respect one another, are considerate and play cooperatively.

The childminder provides a safe environment for children to explore and investigate. She supervises them closely and allows them to take some risks in order that they can begin to develop the ability to risk assess for themselves. As a result, they are developing an understanding of when to ask for help or support. The childminder reminds the children about safe behaviour as they move around the setting, particularly on the stairs. Ongoing risk assessments further ensure that accidents are minimised.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive written policies and risk assessments are in place, which inform parents of her responsibilities and the service she provides. The childminder has recently attended safeguarding training and knows what action to take if she has concerns about a child in her care. The childminder holds a current first aid certificate and keeps detailed records of accidents and the administration of medication. She has three first aid boxes, which she uses at home, in her car and on outings. Consequently, children are very safe in her care. The childminder is a reflective practitioner who evaluates the quality of the services she provides. She accurately identifies where improvements can be made. For example, she recently attended fire safety training to improve safety practices.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She uses accurate assessment and observations to plan activities and experiences to support children's learning. The childminder produces detailed learning journeys for each child. These enable her to monitor children's learning because they provide a clear picture of the good progress children make while in the setting.

The childminder has established effective relationships with parents. Regular feedback keeps parents up to date about their child's progress and they have access to their child's development files. Parents comment that they always get a 'full report' on their child's day in the setting. They speak very highly of the childminder, the service she provides and how she works in partnership with them. For example, they say she is 'friendly, reliable and flexible and fills us with great confidence' and she 'encourages us to discuss our own discipline methods so that she can replicate these and keep consistency'. The childminder has effective links with the local community. She makes good use of the local Sure Start centre, where she attends events with the children and courses to improve her provision. The childminder has also developed successful relationships with schools and works in

partnership with them to reflect and consolidate children's learning. As a result, children benefit from the continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY224598
Local authority	Northumberland
Inspection number	872491
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	02/10/2008
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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