

Inspection date	20/03/2014
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 provides a warm and friendly environment for the children. As a result, children are settled and form positive relationships with the childminder.
- Children are well protected as the childminder has a clear knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The childminder encourages children to be independent. This promotes their self-confidence and means they develop good self-care skills.

It is not yet good because

- The childminder does not always use the information gained from her observations to identify the next steps for children's learning and inform future planning.
- The environment is not consistently rich in print to help children further develop their early reading skills and interest in the meaning of words.
- Self-evaluation has not yet been sufficiently developed to clearly identify areas for future development and to improve the learning opportunities for children.

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 all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder.

Inspector

Rachel Enright

Full report

Information about the setting

The childminder has been registered since 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 14 years close to Seaton Deleval, Northumberland. The whole of the ground floor and rear garden are used for childminding purposes. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently 10 children on roll, of which, six are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations to plan experiences and opportunities which support the children's stage of development and the next steps in their learning.

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

- enhance opportunities for children to begin to understand that print carries meaning, for example, by using words, signs and numbers to label resources
- develop the self-evaluation process to improve the quality of future practice, support the children's learning and take account of the views of parents.

Inspection judgements

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

The childminder demonstrates an adequate knowledge of the Statutory framework for the Early Years Foundation Stage and provides an appropriate range of play activities to cover the seven areas of learning. Consequently, children are mostly interested, engaged and motivated in their learning. The quality of teaching is satisfactory and as a result, children make suitable progress overall in their learning and development from their starting points. Learning journey records are completed for the children to highlight their progress and achievements. These are shared with parents and the childminder encourages them to contribute by making comments and providing feedback on their children's learning and development. The childminder carries out regular observations and assessments of the children's learning; however, she does not always use this information to identify their

next steps and to inform future planning. As a result, children make satisfactory, rather than good progress in their learning.

The childminder suitably supports the children's communication and language skills by offering a running commentary during activities and continually talking to them as they play. The childminder asks a variety of questions which results in the children responding well and increasing their understanding of vocabulary. For example, when children are involved in a painting activity, she asks questions, such as 'what colour is this?' and 'what colour paint would you use for the sky or sun?' The children enjoy using their imagination as they play games, such as 'shops' where they remember food items on the childminder's shopping list. Children are developing their physical skills as they regularly go on walks in the local area and take part in various outings, such as visiting the park and nature reserve. In the outdoor environment, children have access to appropriate resources including a play house and slide. Most resources are easily accessible and children are encouraged to make independent choices. However, there is scope to improve opportunities for children to further develop their early reading skills and interest in the meaning of words by enhancing environmental print throughout the setting.

The childminder shares information with parents on a daily basis, which ensures they are kept informed. There are clear settling in procedures in place, parents share relevant information with the childminder during this time about their children's learning and development. The childminder has implemented the progress check at age two and discusses this information with parents and offers suggestions for their learning at home. The childminder provides suitable opportunities for the children to socialise with others in larger groups, for example, they regularly attend the toddler group in the local community centre. As a result, children are beginning to learn the necessary skills needed to prepare them for the next stage in their future learning at school.

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

The childminder provides a warm and friendly environment for the children. As a result, children are settled and form positive relationships with the childminder to support their emotional well-being. The childminder encourages the children to recognise their own individual care needs, for example, they ask for cuddles and reassurance when they feel tired. Consequently, the children are happy and comfortable with the childminder. The childminder supports the children in their learning and development as she praises their efforts and recognises their achievements as they play. This helps to develop the children's self-esteem and self-confidence. The childminder has established links with local primary schools; she shares relevant information with the teachers, which ensures they work in partnership to complement the children's learning. Consequently, children are prepared for the transition to their next stage in learning at school.

Children have daily opportunities to develop their physical skills and enjoy fresh air during their walks to and from school. This helps to familiarise younger children with other settings to support their future transitions. The childminder provides a variety of balanced and nutritious meals, which helps to promote a healthy diet and lifestyle to the children. Children are encouraged to be independent and to manage their own personal needs, for

example, children use a tissue to blow their own nose and brush their own teeth after mealtimes. This promotes their own health and well-being and ensures they develop good self-care skills. Children are starting to develop an awareness of staying safe as the childminder encourages them to negotiate space during their play and reminds them to tidy up toys to ensure the floor is clear. Therefore, children develop an understanding of risk and learn how to keep themselves safe.

The childminder manages behaviour effectively as she acts as a positive role model to the children. She remains calm and consistent in her approach so the children understand the boundaries and expectations of the setting. Positive strategies are in place and the childminder reinforces appropriate behaviour and provides clear guidance. The childminder encourages the children to take turns and share throughout their play; consequently, children are considerate and respectful. Children receive regular praise and encouragement from the childminder, which develops their self-esteem and confidence.

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

Children are well protected as the childminder has a clear knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by a selection of written policies and procedures, which promote the safety of the children. The childminder completes regular risk assessments and safety checks to ensure the environment is safe and secure for the children. The childminder has attended relevant training, including safeguarding and first aid; she is also due to attend fire safety training in the near future. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder understands the importance of monitoring the educational programmes to support the children in their learning and development. She regularly completes suitable observations and assessments on the children; however, information gained from these is not used to ensure that children are making good progress in their learning. The childminder shows commitment to continuous improvement and is focused on developing her own skills and knowledge by attending regular training courses. The childminder has started to use self-evaluation as she identifies some strengths and areas for future development. However, this process is not sufficiently developed to improve the quality of practice, support the children's learning and take account of the views of parents.

Partnerships with parents are positive and effective to ensure that the children's individual needs are met. The childminder provides parents with relevant information about the setting and daily feedback is shared. As a result, parents are well informed about the childminding daily practices. The childminder has established links with local primary schools to ensure partnership working and smooth transitions. Consequently, children receive a consistent approach within both settings to support their learning and development.

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	405440
Local authority	Northumberland
Inspection number	869051
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	10/10/2008
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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