

Inspection date	26/03/2014
Previous inspection date	23/10/2008

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 thoroughly enjoy their time at the childminders. They are motivated to learn because they enjoy a wide range of stimulating activities.
- The childminder communicates with parents effectively. Ongoing communication mean 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 a very good relationship with other providers. She is committed to working together to develop a shared understanding and common approach to support the children in her care.

It is not yet outstanding because

- There is room to extend opportunities for children to have the time and space to solve everyday problems for themselves.
- There is scope to enhance the organisation of books, so children can access them independently, in order to extend their already good reading skills 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 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 1989. 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 in the residential area of Lobley Hill in Gateshead. 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.

The childminder collects children from the local schools and pre-schools. There are currently four children on roll, of whom two are in the early years age group and attend on a part-time basis. The childminder is open from 7.30am to 6pm, Monday to Friday, for 47 weeks of the year.

What the setting needs to do to improve further

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

- increase children's ability to persevere when they encounter problems in their learning by ensuring they are given the time and space to try things out for themselves in order to find solutions to everyday problems
- enhance children's love of books by reviewing the organisation of books so that they are easily accessible to children at all times.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. Children thoroughly enjoy their time with the childminder. For example, they enjoy painting shells and stones, talking about the colours they are using. They eagerly anticipate washing their hands because they enjoy exploring the bubbles and splashing with them. Children are very independent in the setting as they tell the childminder; 'I need to get changed.' They get their bag of clothes and change themselves independently. The childminder knows where children are in their learning because she uses information from parents and her own observations to establish their starting points. She observes children constantly to find out what they have achieved and what they enjoy doing. Her observations and assessments are used to track children's progress. She highlights where children are in their learning and identifies areas where they need further support. She plans activities with children's learning needs, as well as their fascinations, in mind. For example, she plans visits to parks and woods so that young children can learn

about the importance of staying close to the childminder, rather than running ahead, away from the dangers of busy roads. This demonstrates that the childminder has a clear picture of where children are in their learning and where they need further support. The childminder clearly works in partnership with the parents to support children effectively. For example, she explains how they are working together to help children understand the importance of holding hands when outside of the setting. She communicates effectively with parents so that they clearly understand where their children are in their learning and how they can support them further. Consequently, all children in the setting make good progress in relation to their starting points.

The childminder demonstrates a good understanding of how to support children's play and learning. She plays alongside the children, commenting on what children are doing and offering further support as necessary. She usually gives children the space and time to try things out for themselves. For example, when they are reading a sound book together, the childminder gives children time to work out which button they need to press. However, there are occasions when the childminder intervenes too early and gives children the solutions to everyday problems. This means that children are not always given the time and space they need to find out solutions for themselves. However, the childminder extends activities effectively. For example, following a visit to local woodland, children enjoy painting spiders and birds. She ensures that children have small, thin brushes to enable them to paint with good control. Children have a good understanding of the world around them. Activities are planned to encourage children to find out about features of the environment. For example, children enjoy fishing in nearby ponds, talking about the things that they see. They love baking too and are effectively supported to talk about the changes that occur through cooking.

The childminder has a good understanding of how to develop communication and she talks to the children constantly, introducing new words and phrases and asking developmentally appropriate questions throughout the session so that children can extend their vocabulary further. Young children enjoy looking at books with the childminder. Open ended questions, such as; 'I wonder what it could be,' help children to verbalise their thinking and talk about what they think is behind the flap in a book. They listen engrossed as the childminder reads with good expression and wait patiently for their turn to lift the flap or press buttons on noisy books. The childminder supports early reading as she points to the words on the page and encourages discussion about the illustrations. However, books are presently stored in a cupboard and it is not always easy for children to find their favourite books or select these independently. There, is scope therefore to review the organisation of books to enhance children's good reading skills further. The childminder plans in a wide range of activities to support physical development. She plans in visits to soft play centres and takes children to the park to help support the development of large muscle skills. The childminder also supports the development of small muscle skills as she plans in activities, such as painting, baking or even fishing.

The childminder has a very good relationship with the children. Children are extremely happy in her care and laugh and giggle as they play with bubbles in the water, splashing the childminder too. They run to meet her as they come out of nursery and parents comment that their children are part of the family. This demonstrates that children are emotionally secure. In addition, parents comment that she is a source of comfort, understanding and guidance. Children settle quickly into the setting. This is because the childminder has well thought out settling-in procedures. Children have a number of visits spread over a few weeks, which she gradually extends as children become more confident in the setting. She finds out about their individual routines, care needs and likes and dislikes. This helps children to settle quickly into the setting. The childminder also helps children to settle into school and nursery as they talk about the new setting together, including the clothes they will be wearing. They get to know staff as they visit with the childminder and collect other children from school. In addition, the childminder attends the introductory visit with the children and their parents. This enables her to share information about a child's learning and development and helps children to settle into their new setting quickly.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The environment promotes children's independence as resources are stored in boxes, which are accessible to the children. In addition the childminder has a well-resourced outdoor environment too. A summer house promotes imaginative play but also ensures children can still engage in quieter activities outside too. It also provides invaluable shade in the summer months. The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside regularly, visit the park and local soft play centres and walk to and from school. This helps children to develop an awareness of the importance of fresh air and exercise. The childminder provides a range of healthy meals, such as homemade soup and home cooked dinners. Fresh water is freely available and fruit is offered for snacks. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing. In addition, children are beginning to manage their own personal hygiene independently. This demonstrates that they are beginning to learn how they can keep themselves healthy.

Children have a very good awareness of how they can keep themselves safe inside and outside. Young children hold onto the pushchair as soon as they come out of nursery and tell the older children; 'Remember to stop at the gate!' Children also learn how to leave the property in case of an emergency. The childminder encourages children to be independent in the setting. Children feed themselves and some children change themselves independently after getting wet in the water. These skills prepare children effectively for the next stage in their learning. Children's behaviour is good as they are fully engaged in their activities. Children learn to play alongside each other and begin to learn how to share resources together. They respond well when the childminder gently reminds them about the rules and expectations of the setting.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder has a good understanding of safeguarding procedures and is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. She also has an up to date list of people to contact if she needs advice. She has clear policies that have been updated, which she shares with parents. Her documentation is all very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors. The home is secure and the childminder checks the home daily to make sure that it remains safe for children. In addition, she has written risk assessments that cover the home, garden and any outings that she takes children on, therefore minimising any possible hazards.

The childminder demonstrates a secure understanding of the areas of learning and ensures the educational programmes she provides reflect children's needs and interests. The childminder monitors her provision effectively. There is a broad programme of activities, which enables the children to make good progress. Assessments are accurate and take into account the Early Years Foundation Stage. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual strengths and weaknesses and what she is doing to help children make progress. This means that she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child. The childminder has an accurate understanding of how she can improve her provision further. For example, she talks confidently about how she wishes to develop the garden to enhance provision for children. The childminder carefully selects training that she feels will enhance her practice. She talks confidently about the impact recent training on observation and assessment has had on her practice and the changes she has made as a result of it. The childminder has developed good links with the local authority and other childminders through local networks meetings and this helps her to develop her provision further. This demonstrates that the childminder has a good capacity to improve further.

Partnerships with parents are good. They voice their appreciation of the invaluable service she provides and they comment about her skill in weaving new learning into activities that interest their children. Detailed verbal feedback at the beginning and end of the session mean that parents know what their children have been doing and how they can support them further. The childminder talks to parents about what they are doing at home too so she can complement this further. This means that they can work effectively together to meet the needs of the individual children effectively. The childminder is fully committed to working in partnership with other professionals. She has a good relationship with local schools and attends school performances and other events in school to support the children in her care. In addition, she talks to staff regularly about what children have been doing and how she can support them further. They share learning records together too. This means that children's learning and development is extended well between the

settings.

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	311594
Local authority	Gateshead
Inspection number	871906
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23/10/2008
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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