

Inspection date	25/03/2014
Previous inspection date	14/10/2008

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 are motivated to learn because the quality of teaching is good. They enjoy a wide range of stimulating activities, matched to their individual interests and needs.
- The childminder communicates with parents effectively. Good ongoing communication means the childminder and parents work together effectively to meet the needs of the children.
- The childminder has a good understanding of how to promote the safety and welfare of the children in her care. She minimises risks, so that children are able to learn and play in a safe environment.
- Children develop strong bonds with the childminder and they demonstrate a sense of belonging. This contributes significantly to their well-being.

It is not yet outstanding because

- There is room to enhance children's good listening and concentration skills even further by limiting background noise as they play.
- There is scope to enrich opportunities for children to develop their self-care and independence skills at snack time by involving them in the preparation of the different food offered.

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 playroom and the garden. She looked at all areas of the home used for childminding.
- The inspector looked at evidence of suitability in relation to those living in the home and other documents, including children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of parents' views through written documentation that they had provided for the inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Pamela Nield

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child. The childminder is registered to work with an assistant. The living room, playroom, kitchen and downstairs toilet are used for childcare. The family has a pet cat.

The childminder attends a local toddler group and children's centre activities. She visits the local parks and woodland area on a regular basis. She collects children from the local schools. There are currently 12 children on roll, four of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their listening and concentration skills even further, for example, by reducing background noise
- enhance opportunities for young children to develop their self-care and independence skills further, for instance, by providing opportunities for them to be involved in the preparation of different foods at snack time.

Inspection judgements

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

The childminder has a good understanding of how children develop and learn and the quality of teaching is good. She uses her good knowledge to provide activities that are of interest to children and relevant to their development. Children playing with the sand have access to an interesting range of resources. For example, the childminder provides containers, small world figures and utensils for digging, moving and making marks in the sand. A child uses tools to make marks in the sand. Another child observes how the sand flows freely from a container as they lift it up high and pours. Through effective planning both children are able to follow their own interests as they think, explore and investigate. Consequently, they are being successfully supported to think creatively and develop the characteristics of effective learning. The childminder constantly observes children and assesses where they are in their development. This helps her to identify the next steps for their learning and plan activities to help them progress. Children's learning records are well documented and include photographs of them having fun, which are shared with

parents. As a result, parents are kept informed of their children's progress. They learn about the type of activities and experiences the childminder provides and what their children enjoy doing. Children benefit greatly from the childminder and parents working closely together. They share information about children's interests and abilities. As a result, their care and learning needs are quickly identified and met.

The childminder is successful in promoting children's communication and language. Her interaction with the children is good and she gives her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and uses gestures and facial expressions to aid communication. The childminder asks open question and waits to allow children time to respond. She speaks clearly, so children hear correct language, however, there is often a radio playing in the background, which sometimes affects young children's developing ability to tune in, listen and concentrate. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. They visit local parks and woodland, where they learn about the world in which they live. They use outings, such as soft play and children's centre activities, to run around, climb, jump and enhance their physical skills. The childminder enables children to develop wider friendships as she takes them to visit local toddler groups where other children gather to play. Children love looking at books. The childminder responds well to this interest by providing a wide range of suitable books. Children share them with the childminder, taking turns to 'read' familiar stories. This is a time when the children cuddle in and feel safe, secure and happy. The childminder provides a wide range of opportunities for children to explore materials and media through their senses. For example, they use materials, such as, paint, chalk, glue, play dough, gloop, cereal and water. Children are encouraged to learn some self-help skills to help them to move towards independence, for example, they are encouraged to feed and help dress themselves. The childminder builds children's confidence to make their own choices as a wide range of resources are easily accessible. Children are allowed the time and space to decide what they want to play with. All of this gives children the essential skills and attitudes needed for later learning.

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

The childminder has a very good relationship with the children and welcomes them into her home. She is warm and caring with them and the children demonstrate a strong sense of belonging and close attachment to her. The childminder works closely with parents to settle them in, gradually building up the time they spend with her. She gathers detailed information from parents about children's care needs, interests and what they can do. Consequently, she is able to meet their needs from the start. This ensures that children separate confidently from their parents and there is a happy, smooth transition between home and her care. Children talk to the childminder constantly. They talk about what they have done and what they are busy doing. This demonstrates their emotional security. The childminder recognises when children are tired, hungry or require their personal needs attending to and responds quickly to keep them comfortable. They snuggle into her when they are tired and when they look at books together. This gives them physical, psychological and emotional comfort.

The promotion of children's health is given good consideration. Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. Good standards of cleanliness are maintained throughout the childminding areas and toys and resources are washed regularly. The childminder has completed paediatric first aid training and is experienced and trained in administering medication in a caring role. This safeguards children and promotes their health and well-being. The environment promotes some aspects of children's independence as resources are stored in boxes and in drawers that are accessible for them. This means that children are able to make decisions and choose resources to support their emerging interests. Children's physical development is supported well through planned activities that help them to increase control and coordination. For example, moving to music, meeting the physical challenges provided by visits to the park and being outdoors in the fresh air. Children are supported to develop an understanding about healthy eating as the childminder prepares a range of healthy meals and snacks. Children are growing vegetables from seeds in the garden. They observe the vegetables growing, learn about what plants need to thrive and develop an awareness of where their food comes from. The childminder encourages hand washing before meals. The reasons for doing so are discussed with the children. As a result, the childminder is fully extending the children's understanding of how to keep themselves healthy. She successfully helps children to develop self-assurance. The childminder supports and encourages them, which enables them to gain confidence and try new things. For example, she gives them a tray of water with blocks of coloured ice. She watches their explorations, staying nearby and giving reassurance. The childminder routinely gives children lots of praise to help build their self-esteem. They smile proudly when she claps as they sing songs, dance to the music and play musical instruments.

Children begin to develop an awareness of how to keep themselves safe as the childminder has clear expectations of their behaviour. She is a good role model, who talks about risks and safety both inside and outside. Outings are a regular part of the children's routine. Safety is discussed with the children while they are outside. For example, even though the children are very young, she talks to them about road safety and involves them in emergency evacuation drills. This ensures they are developing an understanding of how to keep themselves safe. The childminder encourages children to be independent in the setting. They help to tidy away the toys, feed themselves and younger children are beginning to dress themselves. These skills prepare children effectively for the next stage in their learning. However, there is scope to further enhance children's independence by involving them in the preparation of different food for snack time. Children's behaviour is good as they are fully engaged in their play. They learn to make friends, play alongside each other and share resources as the childminder supports the children to be kind and cooperate. The childminder shares behaviour management strategies with parents and other professionals, so there is consistency between the settings and the children's home. Consequently, children behave well.

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

The childminder successfully meets both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. She has

a clear understanding of the signs of abuse and the procedures for reporting concerns and has attended safeguarding training. Risk assessments are thorough and identify potential dangers to children and how they will be minimised. This means that children are able to play and learn in a safe environment. Record keeping is well organised and a good range of policies and procedures underpin the safe and efficient management of the provision. These are shared with parents, so they are fully informed about the setting. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder implements a robust signing in policy for any visitors and ensures that children are always within her sight. These measures serve to further safeguard children.

The childminder monitors the activities she provides to ensure she is covering all areas of learning and that activities challenge children. She tracks children's progress well and this shows that children are making good progress towards the early learning goals. Her careful monitoring ensures she meets children's learning needs effectively and any areas for concern are identified quickly. The childminder has good systems in place to support self-evaluation and recognises the importance of professional development. She has good links with other childminders, which helps to develop her practice further. This demonstrates that the childminder has good capacity to improve.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have consistency of care. Parents are welcomed into the home and kept well informed about their child's day through emails, daily conversations and diaries. This means that parents know what their children have been doing and how they can support them further. They speak highly of the service, including comments, such as 'There are always interesting activities ready for my child and lovely trips out.' There are minded children who attend other early years settings and the childminder has established good links with the professionals from these settings. This ensures continuity of care and education and enables children to make good progress.

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	318935
Local authority	Newcastle
Inspection number	868537
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	14/10/2008
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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