

Inspection date

Previous inspection date

03/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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

- Children enjoy their time at the childminder's. This is because the childminder knows children very well and plans activities carefully to meet their interests and fascinations.
- The childminder communicates with parents effectively. Ongoing communication means the childminder and parents work together to meet the needs of children.
- 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 children in her care.

It is not yet good because

- Safeguarding procedures are not fully robust, the childminder has failed to notify Ofsted of changes to people over 16 living or working on the premises.
- The childminder does not maximise children's progress because observations are not carried out consistently enough to routinely shape their planned learning experiences or to identify areas for development.
- The childminder is not aware of the requirement to carry out the 'progress check at age two' and provide parents with a written summary of their progress.
- Improvements in the setting focus on previous actions and recommendations rather than clearly identified priorities for improvement.

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 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 2010 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her child, aged 13 years, in the residential area of High Spenn in Tyne and Wear. The home is close to local amenities, such as, shops, primary schools and playgroups. The whole of the ground floor is used for childminding purposes and there is an enclosed garden available for outdoor play. The childminder works with an assistant. The childminder collects children from the local schools and pre-schools. There are currently 16 children on roll, of whom four are in the early years age range and attend on a part-time basis. The childminder is open all year round, from 7.15am to 6.30pm, Monday to Friday, except for family holidays. The childminder cares for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- use observations to develop precise assessments to understand children's level of achievement, interests and learning styles and use these to shape learning experiences
- improve knowledge of the 'progress check at age two', in order to provide parents with a summary of their child's development in the prime areas between the ages of two and three.

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

- improve the process for self-evaluation, so that it effectively identifies priorities for development, enabling challenging targets to be set.

Inspection judgements

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

The childminder has a reasonable understanding of where children are in their learning across the seven areas of learning. She observes children to find out what they have achieved and what they enjoy doing. The childminder uses her observations to plan suitable activities for children, as well as interventions to support children with special educational needs and/or disabilities. She uses this knowledge to assess children's progress towards the early learning goals. However, her assessments are not consistently rigorous to ensure that learning experiences are fully matched to children's changing needs or that areas of under achievement are highlighted. As a result, all children make

steady progress. The childminder is also not aware of the requirement to carry out a 'progress check at age two'. Although, this is a breach of requirements in relation to the Early Years Register, the impact on children is minimised because she has only recently started to care for children in this age range. That said; the childminder does work well with parents. Daily feedback ensures parents know what their children have been doing and how they can support them further. She also works well with other providers and incorporates planning or individual targets into her provision.

Children enjoy a suitable range of interesting activities across the seven areas of learning. The childminder plans activities to support children's interests. For example, she gets out cars, ramps and blocks to support an emerging interest in cars. As a result, children enjoy playing with the cars and ramps. They concentrate for extended periods of time as they develop this further, building a garage for the cars and then using the blocks to make giraffes. The childminder extends their play by helping them to use the computer to find out about giraffes legs. She follows children's interest effectively as she supports a child who becomes fascinated in other pictures of animals. Comments, such as 'I didn't know a giraffe had a black tongue', capture children's interest in the pictures and prompts them to look more closely at the pictures. The childminder also demonstrates a suitable understanding of how to support children's play. She observes what children are doing and intervenes at appropriate times to support their learning further. For example, as children build a giraffe with three legs, she says; 'I like those legs; he looks like he's running.' This helps children to focus on activities and maintain concentration. The childminder develops and extends communication well. She extends what children are saying and encourages children to engage in conversations. She also encourages children to communicate with each other. This supports the development of language and communication.

The childminder plans a range of activities, which are based on children's interests, to support children's physical development. Activities, such as painting and decorating boxes or building with blocks, support the development of small muscle skills. The childminder also ensures that children have time to be active as they walk to and from school and play in the garden or the green opposite. In addition, they go to the park. This means they have plenty of opportunity to develop their large muscle skills. Children enjoy looking at books. They select a range of books for the childminder to read. They listen intently as the childminder reads different books, talking about the illustrations. As they are reading children learn about the meaning of complex words, such as 'trap' and 'migrate.' Children begin to respond to the patterns in the text as they join in with familiar phrases. The childminder also supports mathematics well. Well-thought-out questions prompt children to talk about the different sizes of blocks using words, such as, big, small and short to describe the differences. She also encourages them to count objects in a picture and demonstrates one-to-one counting to support children in this. This helps children develop skills to support them in the next stage of their learning.

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

The childminder generally demonstrates a good understanding of children's safety. However, due to a weakness in leadership and management, children are not as well-protected as they could be. However, children demonstrate that they feel safe with the childminder and they show a good awareness of safety as they walk home from nursery with her. In addition, they practise regular fire evacuations and know how to leave the house in an emergency. Children behave well in the childminder's care. She reminds them calmly and consistently about her rules and expectations and children respond well to this. Children also learn to play alongside each other and share resources. Good support by the childminder helps children to develop an awareness of the needs of others as they play. For example, she takes the time to explain that a child is upset because they cannot find the same colour block and works with children to enable them to find an acceptable compromise. These skills prepare children for the next stage in their learning.

The childminder has a good relationship with children. She is very cheerful and children respond to this well. Children have a very close bond with her and enjoy playing alongside her and talking about what they are doing throughout the session. This demonstrates that children are emotionally secure. Parents comment that their children are happy in the childminder's care. The childminder has thought carefully about her procedures for settling children in and she works with parents to devise a settling-in programme that meets the needs of their children. Children attend with their parents initially but they are then encouraged to leave them for a short period of time. The childminder also visits children in their own home too. She finds out about children's individual interests and care needs from parents. This means that children settle into the setting quickly. Children are equally well supported when they start school or nursery. Children are already familiar with the school before they start but the childminder ensures that children and staff know each other. They talk about the school or nursery together and the childminder visits the school with children and shares information about their learning and care needs. As a result, children settle into school or nursery quickly.

Children play in a clean and welcoming environment. Resources are stored elsewhere and the childminder gets resources out to extend children's fascinations. For example, she gets out cars, ramps and blocks to support children's interest in cars. In addition, children know what resources the childminder has and confidently ask for other resources to support their learning. The childminder encourages independence as children have their own trays to put their personal belongings when they come in from school or nursery. They take off their own coats and manage their own personal hygiene. Children have access to fresh as they play in the childminder's yard or on the green opposite. They walk to and from school too and enjoy regular visits to the park. This means that children have plenty of time to engage in energetic play. Children have a suitable understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. Parents comment that the childminder provides a range of healthy meals. They feel that she has extended the range of foods their children eat because they have tried different foods while in her care. Children wash their hands before meals and after using the toilet. This demonstrates that they understand how they can keep themselves healthy.

The effectiveness of the leadership and management of the early years

provision

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the childminder has employed an assistant and failed to inform Ofsted of changes to people aged 16 and over working on the premises. Consequently, an enhanced criminal records check has not been carried out through Ofsted in respect of that person. Although, these are breaches of requirements for the Early Years Register and the Childcare Register, the childminder demonstrates a suitable attitude and has now contacted Ofsted. In addition, she demonstrates a good attitude towards recruitment because she ensures that her assistant is suitable to work with children and has a copy of her enhanced disclosure from her other employment. The childminder has a reasonable understanding of her responsibilities in relation to safeguarding. She has a good understanding of the procedures to follow if she has a concern about a child in her care. The childminder has clear policies in place and she knows who to contact if she had a concern about a child in her care. Children are generally kept safe because the childminder carries out daily checks indoors and outdoors. Risk assessments are effective and ensure that all other areas children come into contact with are safe. For example, the assistant carries out a risk assessment of the route to school to ensure children's safety. The childminder has a valid first aid certificate and shows a satisfactory understanding of how to deal with accidents and injuries.

The childminder has informal strategies in place for monitoring and evaluating her provision. She has carried out an evaluation of her provision, which provides an overview of the setting's strengths and weaknesses and takes into account the views of parents. However, areas for development are not sufficiently precise. The childminder has also attended some training, but she often finds it difficult to access and training has not always sufficiently focused on learning and development. As a result, the childminder is not aware of some of the statutory requirements, such as the 'progress check at age two'. The childminder monitors her provision and also the progress made, however, as mentioned earlier, this means that on occasions her assessments are not sufficiently precise. As a result, she is not always able to fully identify any gaps in learning where further interventions may be needed.

Partnerships with parents are good. Parents comment that the childminder has a clear love for children and demonstrates enthusiasm and commitment as she supports children. The childminder encourages a two-way discussion at handover times. She finds out about what children have been doing at home and builds on this in the setting. Detailed daily feedback ensures that parents are kept informed about their child's day. As a result, they know how they can support their children further. The childminder recognises the importance of working with other agencies; she works alongside speech therapists and other health professionals to support children with special educational needs and/or disabilities. In addition, she has developed good links with the local school and parents value the very good flow of information between themselves, the childminder and the school. She has a copy of the planning from school so she knows what children are doing and how she can support them further. They also share information with each other about children's learning and development. In addition, the childminder attends events in school

to support children in her care and ensures that minded children can participate fully in school events. For example, she reminds parents of forthcoming events in schools and helps children select one of her fancy dress costumes if parents forget. This demonstrates the childminder's commitment to working with the local school to support children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of Childcare Register)
- have effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check through Ofsted (compulsory part of Childcare Register)
- have effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check through Ofsted (voluntary part of Childcare Register).
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (voluntary part of Childcare Register)

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	EY417547
Local authority	Gateshead
Inspection number	903431
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	not applicable
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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