

Inspection date	03/03/2014
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has not ensured that supervision arrangements in her home consistently meet the needs of all children and ensure their safety.
- The childminder failed to notify agencies with statutory responsibilities about concerns relating to children's safety and welfare. This does not effectively safeguard children.
- The childminder has not ensured that people looking after children are suitable to do so. She has not informed Ofsted that she has left children with her daughter, who is not registered as her assistant.
- There was no evidence available to show that the childminder's daughter holds a current first aid certificate. Consequently, during those times where she has cared for children, their safety, welfare and well-being were at risk.

It has the following strengths

- Children are happy and settle very well due to the warm, welcoming environment created by the friendly and caring childminder. The secure relationships between the childminder and the children support their confidence within the setting.
- Close partnerships between the childminder, parents and other providers of the Early Years Foundation Stage mean that the childminder has a good understanding of children's individual needs. This supports continuity of learning and care 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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided through questionnaires.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and grandchild aged four years in the Wideopen area of North Tyneside. The whole ground floor of the house, the bathroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- ensure that the arrangements for supervising children in the home meet the needs of all children and ensure their safety
- ensure that roles and responsibilities to report any concerns about children's welfare in a timely and appropriate way, and to notify the agencies with statutory responsibility without delay, are clearly and securely understood
- ensure that Ofsted are aware of all people looking after children so that they can carry out the relevant checks to ensure their suitability
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present.

Inspection judgements

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

The experienced childminder provides a wide range of learning experiences for children. However, as she has left children with a family member without notifying Ofsted so that they can carry out relevant suitability checks, this impacts overall on the progress children can make in their learning and development at those times. However, for the vast majority

of the time, children's learning and development is supported well. The childminder works closely with parents from the start to establish children's individual interests and abilities and to get to know their starting points. She records observations of children's ongoing learning in individual learning journals, alongside photographs and examples of children's work. The childminder uses these well to plan activities which are based on children's interests and next steps in learning. Monthly assessments, along with progress checks for children's aged two years, are discussed and shared with parents; this enables the childminder to identify any gaps in children's learning and prioritise areas for development. In addition, parents have regular access to their child's learning journal. This promotes continuity of learning for children and supports them to make good progress and develop the skills necessary for their next stage in learning at nursery or school.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. In addition, she clearly knows the children well and combines this with effective teaching to support their learning. Children are developing good communication skills as the childminder talks to them naturally during their play. For example, she asks them a wide range of appropriate questions, such as 'what is it?' and 'how can you?', and introduces new words as they play, such as 'empty', 'full', 'hot' and 'cold'. She supports children's literacy skills as she prompts them to name foods they are unsure of, for example, she reminds them what sound or letter it starts with. Children's literacy skills are further supported as they have easy access to a suitable range of books and they learn through play that print carries meaning. For example, as children play with toy foods they look at labels and talk about what is inside.

Children's imagination is developing well. They use role play to re-enact everyday activities, such as making dinner and setting the table. The childminder supports their counting skills as they play, for example, she asks them how many knives they have and tactfully encourages them to recount if they make any errors. Children are supported well to develop their creative skills, for example, the childminder provides them with regular opportunities to paint, glue and explore resources, such as play dough. This also supports children's hand-to-eye coordination and dexterity as they use a good range of utensils, such as brushes, scissors and glue sticks. Children's large physical skills are promoted through play in the garden, bike rides and regular trips to parks where they can run, climb and balance.

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

Children's well-being is compromised by weaknesses in leadership and management which fail to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. However, children are clearly happy and settled with the childminder as she is very warm and caring and provides a calm, nurturing environment for children. This is evident as they enter her home happily, know the routines and come to her independently for cuddles. The close relationships that the childminder has developed with the children is enhanced through positive working with parents. She gathers important information from parents at the start, such as children's daily routines, and invites children for short settling-in sessions. This helps the childminder to get to know the children and supports a smooth transition into her care. Children attend a range of local groups within the

community; this provides them with regular opportunities to socialise with their peers. In addition, the childminder encourages children to develop their self-care skills and independence, for example, through putting on their own shoes and fastening their coats. This helps to prepare children for starting nursery or school.

The childminder uses praise and encouragement to support children's good behaviour, and they respond positively to this. She talks to children as they play, encouraging them to make different faces, such as a sad or happy face. This helps children to learn about feelings. The children have clearly developed close relationships with their peers, for example, they include children who are not present in their imaginative play and talk about what they might be doing. Children play in a clean and well-kept home. The childminder uses appropriate safety equipment and procedures to reduce the risk of accidents in her home; this includes using stair gates and keeping external doors locked. Children learn about keeping safe through discussion and activities, such as practising road safety and fire drills. Resources are plentiful and mostly stored so children can make independent choices about their play.

Children's good health is promoted well by the childminder. They have regular opportunities for fresh air and exercise, for example, they go for walks to the woods and visit local beaches. In addition, the childminder takes the children on planned outings, for example, to visit the local dentist to help children learn about the importance of brushing their teeth and not eating too many sugary foods. This is combined with providing healthy and nutritious meals and encouraging children to eat fruit, for example, by making them into smoothies.

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

The inspection was brought forward following concerns raised regarding a safeguarding incident. The inspection found that the childminder has breached a number of the safeguarding and welfare requirements which also relate to the requirements for the Childcare Register. The childminder has completed online safeguarding training and does demonstrate a clear understanding of the signs and symptoms of abuse. She has a written policy in place which includes procedures to follow in the event of a concern about a child in her care. However, on this occasion the childminder had failed to respond to significant concerns raised about a child in her care. As a result, she did not inform the appropriate authorities in a timely manner to ensure appropriate interventions were made. This does not effectively safeguard children. The inspection also found that at that time of the incident, supervision of the children was not sufficient to meet their needs. This does not ensure their safety. The inspection also found that the childminder has, on occasion, left children alone with her daughter, who is not registered as her assistant. Although she has requested permission from parents to do this, this does not safeguard children. This is because the childminder has not informed Ofsted so that they can ensure that all relevant checks to ensure the suitability of all persons caring for children have been carried out. There was also no evidence at the time of the inspection to show that the childminder's daughter holds a current first aid certificate. This means that a person who has completed a paediatric first aid course is not on the premises at all times.

The childminder maintains clear records of children's details, including medication and accident records and a record of attendance. In addition, she holds a current first aid certificate, which means she could respond to any accidents appropriately if they occurred while children are in her care. All required policies and procedures are in place and shared at the start with parents, and important information, such as the complaints procedure, is clearly displayed for parents to see. The childminder has completed written risk assessments for her home and for outings and does daily checks of her premises prior to children arriving. This means that hazards in the home are identified and minimised.

The experienced childminder is committed and passionate about the care and learning she provides. She uses the Ofsted self-evaluation form and her own improvement plan as a means of reflecting on her practice and identifying areas that she feels she needs to develop. This is informed by feedback from parents and children, which is gathered through questionnaires. Written comments from parents are very positive about the care and learning she provides, stating she is 'an extended part of our family' and that the 'children love her'. The childminder establishes positive relationships with others involved in the care and learning of the children. She obtains information from the local nursery about planning so that she can use this to help and support children through consistent learning opportunities. The childminder has a good understanding of the learning and development requirements. She uses her planning and assessments effectively to identify any gaps in the educational programme and ensure that activities are age appropriate and suitably challenging for children.

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:

- ensure that children receiving childcare are supervised appropriately to keep them from harm (compulsory part of the Childcare Register)
- ensure that procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, are implemented when required (compulsory part of the Childcare Register)
- ensure that the childminder is present on the premises at all times when childcare is being provided (compulsory part of the Childcare Register)
- ensure that children receiving childcare are supervised appropriately to keep them from harm (voluntary part of the Childcare Register)
- ensure that procedures to be followed for the protection of children, intended to

safeguard the children being cared for from abuse or neglect, are implemented when required (voluntary part of the Childcare Register)

- ensure that the childminder is present on the premises at all times when childcare is being provided (voluntary part of the 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	310119
Local authority	North Tyneside
Inspection number	952954
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	13/01/2009
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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