

Inspection date	04/04/2014
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 takes children on a range of outings within the local community, such as local parks and toddler groups. Children benefit from this as they learn about the community they live in and enhance their physical skills.
- The childminder's home is very clean. She 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 good because

- The childminder's practice is inconsistent and planning for children's next steps does not always take into account what they already know and can do. As a result, children's learning is sometimes limited as adult-led activities are not always pitched at an appropriate level for their stage of development.
- Children's listening and concentration skills are sometimes hindered by background noise from the television while they play.
- Children's independent play and opportunities to make decisions are not fully supported as they are not yet able to access resources to enhance their play without adult support.

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 observed children while they were engaged in activities in the living room. She looked at all areas of the home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. The views of parents were taken into account from written documentation they had provided.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documents and a range of other documentation.
- The inspector checked evidence the childminder's qualifications and the suitability of household members.

Inspector

Pamela Nield

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 in a house in Kingston Park. The whole of the ground floor, downstairs toilet and the rear garden are used for childminding. The family has a pet dog. The childminder regularly attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. There is currently one child on roll and this child is in the early years age group. The child attends all day for four days per week. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop the educational programme by using observation and assessment of children's achievements consistently to plan for individual children's next steps in learning.

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 the focus on developing children's independence skills by providing accessible storage in order for children to be able to select resources to enhance their own play.

Inspection judgements

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

The childminder demonstrates a satisfactory knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has an adequate understanding of how young children learn. As a result, she generally provides appropriate opportunities for children to be active and motivated learners. For instance, a child plays on the floor, alongside the childminder with a wide range of inter-connecting plastic blocks of different colours and sizes. Learning is successfully promoted through the childminder's playful manner and positive interactions

with the child. They play together, enthusiastically building towers and other structures. The childminder encourages the child to problem solve and keep trying as she encounters difficulties. Observation and assessment systems are adequately in place and cover seven areas of learning. As a result, the childminder understands what children can do and what they know. However, this information is not consistently used when planning activities. Consequently, learning opportunities are sometimes lacking in challenge and are not sufficiently open ended to encourage young children to think creatively, explore and investigate. The childminder meets with parents before children start to gather details about their child. She gains information from them about their children's care and learning needs. This is then used to inform care routines and starting points for planning. The childminder has systems in place to routinely track children's progress and record their achievements. This will enable her to assess the level of progress children are making given their starting points and capabilities.

The childminder is successful in promoting children's communication and language. Her interaction with the children is generally 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. She asks open questions and waits to allow children time to respond. The childminder speaks clearly, so children hear correct language. Consequently, very young children are saying words and having a go at putting words together. She sings to the very young children throughout the morning and encourages them to join in. For example, they happily sing 'Wind the Bobbin' and do the actions together with lots of clapping and praise at the end. However, there is often a television playing in the background which sometimes affects young children's developing ability to tune in, listen and concentrate. Children's artwork is attractively displayed throughout the rooms used for childminding. This encourages children to revisit and talk about their experiences. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. Children's large motor skills are supported to develop well as they learn how to negotiate space and gradients by controlling wheeled vehicles and moving around the garden. The childminder takes the children to local parks. Here, children increase their confidence as they use large climbing equipment to develop their physical skills as they run, jump, climb and balance. This helps children to learn how their bodies move. They learn what they can and cannot do while developing the ability to keep themselves safe as they learn their limits. The childminder explains how she walks alongside children and offers a helping hand and encouragement. As a result, children feel safe to take risks and their emotional well-being is suitably supported. The childminder enables children to develop wider friendships as she takes them to visit local toddler groups and children's centre activities. Here, other children gather to play and the childminder uses this opportunity to teach children to be kind and cooperate. She promotes young children's awareness of shape and number adequately through everyday routines and activities. This supports children's mathematical development. Indoors, children have adequate opportunities to develop their physical skills. For example, they develop muscle strength and fine motor control in their hands as they use felt pens and crayons to make marks. She makes available a limited range of equipment and resources, such as, pens, crayons and paper to support and encourages children's early writing skills. She writes children's names on their paper, which helps them to develop an understanding that print carries meaning. This helps to prepare children for the next stage in their learning.

The childminder reports good relationships with parents, and is committed to involving parents in their child's learning. Parents are suitably informed of the progress their child is making and how they can further support their child's learning at home. For example, parents are welcomed into the childminder's home daily. She takes this opportunity to share the lovely photographs she takes of children for their learning journals with parents. They are encouraged to look at their child's learning journal and share information about what the child is learning at home. As a result, children see the childminder and their parents chatting together regularly. This helps them to feel settled and emotionally secure. Parents are regularly kept up-to-date with their child's progress. This means that children benefit from the childminder and parents working together.

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 children 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 seek comfort from the childminder and she provides cuddles, 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 great 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. Children's physical development is supported well through planned activities that help children to increase control and coordination. For example, moving to music, meeting the physical challenges provided by regular 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 snacks using fresh fruit and vegetables. Packed lunches are provided by parents, these follow healthy eating guidelines. 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. The childminder routinely gives children lots of praise to help build their self-esteem. They smile proudly when she claps as they sing songs and dance to music together. She successfully helps children to develop self-assurance as they are encouraged to learn self-help skills to help them to be as independent as possible. For example, the children are encouraged to feed themselves and they are beginning to dress themselves. However, the environment does not fully promote the development of young children's

independence as they are not able to access resources independently. This means that children are not able to make decisions and choose resources to enhance their play and support their emerging interests.

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 out. 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 the very young children are beginning to dress themselves. These skills prepare children effectively for the next stage in their learning. Children's behaviour is good as they are fully engaged in their play. The childminder supports the children to be kind, and make friends with other children as they regularly visit local toddler groups. The childminder shares behaviour management strategies with parents and other professionals so there is consistency between the setting 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 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 children are able to play and learn in a safe environment. Record keeping is adequately organised and an appropriate 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. Suitable checks have been carried out on all adults living in the home and a robust signing in policy is in place for visitors. She supervises children well by ensuring that children are always within her sight. These measures serve to further safeguard children.

The childminder has implemented an adequate range of changes to improve practice and has responded to all previous recommendations. These improvements result in positive outcomes for children's learning, progress and safety. She recognises the importance of self-evaluation and professional development. She regularly attends training provided by the local authority. For example, she recently updated her safeguarding knowledge by attending training. Following this, she implemented a mobile phone and camera policy. She has an adequate system in place to ensure the educational programme covers the seven areas of learning. However, her improvement focus and monitoring is not sufficiently directed at the quality of teaching. As a result, observations and assessment of children's interests and achievements are not consistently used to plan for individual children's next steps in learning. As a result, adult-led activities can, occasionally be mundane and lacking in challenge. She has good links with other childminders which helps to develop her practice further. This demonstrates that the childminder has an adequate

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 her home and kept well informed about their child's day through daily conversations. 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 'My child loves coming to play, she has settled really well.' There are no children, currently on role, who attend other early years settings. However, the childminder understands the importance of establishing good links with professionals from other settings when the time is right.

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	318804
Local authority	Newcastle
Inspection number	890590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	19/01/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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