

Inspection date	04/03/2014
Previous inspection date	03/11/2008

The quality and standards of the early years provision	This inspection:	3
	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		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

- The childminder supports language and communication well because she plays alongside the children and extends their language effectively.
- Children are motivated to learn because they enjoy a wide range of stimulating activities, matched to their individual interests and needs.
- The childminder builds up a warm and loving relationship with the children and children are happy in the setting.
- The childminder has built up good relationships with parents. Good communication ensures that parents know what their children have achieved and that the childminder is able to build on needs and interest from home effectively.

It is not yet good because

- The childminder's knowledge of Local Safeguarding Children Board procedures is not fully secure to ensure that she always acts correctly should she have concerns about a child.
- There are occasions where children have less opportunities to solve everyday problems for themselves because the childminder is eager for them to succeed.
- The environment does not fully support young children's independence because they are not always able to independently access resources to initiate their own learning.

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 1986. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who acts as her childminding assistant, in the residential area of Ryton in Tyne and Wear. The whole of the ground floor is used for childminding purposes. There is an outdoor play area to the front of the setting.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, of whom five are in the early years age group and attend on a part-time basis. The childminder is open all year round from 8am to 5.30pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- improve knowledge of Local Safeguarding Children Board procedures, particularly in relation to sharing concerns with parents, so that local safeguarding procedures are consistently followed.

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

- enhance 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
- develop further young children's independence skills by ensuring that resources are easily accessible, enabling them to make independent choices more easily.

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. For example, children enjoy making caterpillars from bottle tops and tissue paper and concentrate for extended periods of time as they arrange them onto their paper. The childminder demonstrates a good understanding of how to support children's play. She plays on the floor with them, helping them to build train tracks and following their lead as she plays with them. She responds to their interests effectively. For example, when children attempt to roll a ball through their legs she develops this interest further,

encouraging children to roll it through her legs. She then builds a tunnel with blocks to extend this activity further. This captures young children's interest as they concentrate intently, trying to push cars through without knocking the tunnel down. The childminder usually gives the children time to try things out for themselves first before intervening. However, there are occasions when the childminder intervenes too early, for example, when children are sticking, which means that children are not always given the opportunity to find solutions to everyday problems, such as finding out what happens if they don't put more glue on before sticking things on paper. There is scope, therefore, to develop this further by ensuring children are given the time and space to try things out for themselves first. This enables children to develop the skills necessary to persevere when they encounter problems.

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 matched to the Early Years Foundation Stage. She highlights where children are in their learning and identifies areas where they need further support. She plans stimulating activities for the children, which are based on the learning needs identified in her observations. She shares her observations with parents as she sends home their learning records regularly. Parents contribute to this and share what children have been doing at home too. As a result, the childminder can build on interests from home and parents know what their children enjoy doing and how they can support them further. Consequently, all children in the setting make good progress in relation to their starting points.

The childminder has a very good understanding of how to develop communication. She gets down to the children's level and listens carefully to what children are saying. She repeats and rephrases children's attempts at communication throughout the session so that children hear the correct phrase. For example, when children attempt to say; 'two doors' she repeats it correctly, saying; 'that's right it's got two doors'. She also extends children's language too using everyday adjectives. For example, when children say; 'tunnel', she extends this saying; 'it's a big tunnel'. This helps children to include common adjectives into their speech. Consequently children make very good progress in communication. The childminder recognises the importance of personal, social and emotional development. She supports children as they learn to play together, sharing resources with each other. She also recognises the importance of children being able to concentrate on an activity and spends time with older children as individuals, helping them to concentrate in a range of situations. The childminder plans a range of activities for children to develop their small muscle skills, For example, young children help to build a wooden train track while older children use brushes and pens safely. This ensures that children can use a range of tools and materials safely and with control. Children enjoy visits to the park and playing in the garden as well as visits to the soft play. These activities support the development of large muscle skills. Children make good progress in literacy. The childminder uses books whenever possible to support their learning and stories are often used as a stimulus for further activities, such as sticking or learning about living things. Children also enjoy drawing and colouring as they colour in pictures of caterpillars. Children demonstrate good control as they attempt to write some of the letters in their name, holding their pens correctly. The childminder supports children's

imaginative play effectively. Younger children play with train tracks with the childminder, using sounds as they move trains over the bridges or into the station. They begin to engage in play based on their own experiences as they change a dolls dirty nappy. Older children enjoy dressing up and taking on the role of princesses. This means that children express their own thoughts and ideas through creative play.

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

The childminder has a good relationship with the children. She is calm and cheerful and the children respond to this well. Young children have a very close bond with her; they enjoy sharing their grapes with her at snack time and laugh and giggle as they roll balls to her. The childminder responds to their individual care needs as she recognises when children are tired or hungry. Parents comment that their children love coming to the childminder and feel like part of the family. This demonstrates that children are emotionally secure. The childminder has thought carefully about her procedures for settling children in. Children stay for a short period of time in order to get used to the setting. More visits are arranged if the childminder feels this would benefit the child. As a result, children settle quickly into the childminder's care. The childminder helps children to settle into school too. She talks about the school and things that they can do there as they wait to collect children from school. This also helps children get to know the school and some of the members of staff. In addition she goes for visits with the children before they start and looks at books with them about starting school. Consequently, children are already familiar with the school before they start and settle quickly into the new environment.

The childminder has a playroom, which is organised to support children's independence. Resources are stored in clearly labelled boxes and imaginative play resources are attractively organised. This encourages children to access resources independently. However, children prefer to play in the lounge area and as a result, the childminder sets up some resources, based on children's interests, in the lounge. Older children access resources independently and bring them into the lounge. For example, they get the dressing up clothes out and bring them into the lounge. The childminder gets resources out for the younger children based on their current interests. In addition, they ask for other resources and sometimes the childminder asks them what they want. This means that younger children are not always able to follow their own interests or initiate their own learning as easily because they cannot always access the resources in this room independently. The childminder encourages independence as children feed themselves or attempt to take off their shoes. Children generally behave well in the setting. Young children learn that it is not acceptable to throw things in the house, while older children begin to understand and follow the rules within the setting. She has a clear behaviour management policy and the rules of the setting are displayed. Children learn to play alongside each other and they begin to learn the importance of sharing their toys with each other. The childminder attends local toddler groups to give younger children the opportunity to play and interact with others. These skills prepare children for the next stage in their learning.

Children are beginning to understand how to keep themselves safe in the setting as they practise how to leave the home safely in the event of a fire. They know that they need to hold onto the pushchair when they come home from nursery. Children have a reasonable understanding of how they can keep themselves healthy as they enjoy fruit for snack and have access to water throughout the day. The childminder provides a range of healthy meals, which take into account different dietary requirements and individual preferences. Children wash their hands before meals, after using the toilet and playing outside. They have access to fresh air and exercise as they play outside, go to the park, walk to and from school and visit soft play centres.

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

The childminder has a suitable understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. The childminder generally understands her responsibilities in relation to safeguarding and has attended recent training. She has clear policies in place and she knows who to contact if she has a concern about a child in her care. However, the childminder does not always take full account of the procedures from her Local Safeguarding Children Board. For example, she is not always clear about when to share concerns with parents. This is a breach in legal requirements. This means that the childminder needs to improve her knowledge in order to fully safeguard children. However, the childminder does ensure that children are kept safe inside and outdoors because thorough risk assessments are carried out daily to identify potential hazards. The childminder holds a valid first aid certificate and knows how to deal with accidents and injuries.

The childminder has reasonable procedures in place for monitoring and evaluation. She has a self-evaluation form, which provides a detailed account of what she does well. She takes into account the views of parents and has also highlighted areas for development, including improving relationships with local schools and sharing planning. The childminder has good procedures in place for monitoring children's learning. Her observations and assessments are fully matched to the Early Years Foundation Stage. This enables her to identify any gaps in learning where further interventions may be needed. The childminder attends training whenever possible and reflects on her practice as a result of this. She has a good relationship with the local authority and with other childminders. This demonstrates that she has a reasonable capacity to improve further.

Partnerships with parents is good. The childminder encourages a two-way discussion between herself and parents at handover times. Parents enjoy taking their children's learning records home and sharing their achievements together. She actively encourages parents to tell her what their children have been doing at home so she can build on this in the setting. She also communicates with parents through regular telephone conversations. Consequently, the childminder works with parents effectively and ensures they are kept informed about their child's day. The childminder has a suitable relationship with the local schools. She has a good working relationship with them and talks to staff about what

children have been doing as she picks them up. She liaises with staff about any ongoing concerns too. This means that the childminder builds on and supports children's learning in school.

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	311703
Local authority	Gateshead
Inspection number	871911
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	03/11/2008
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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