

<b>Inspection date</b>	02/05/2014
Previous inspection date	07/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder builds strong relationships with children as she is caring and attentive. Therefore, children's well-being and emotional needs are fully supported.
- Children make suitable progress because the childminder uses sound teaching methods through effective plans and continuous assessment that link well to the Early Years Foundation Stage. She regularly shares two-way information with parents, which also supports children's overall learning and development.
- The childminder is clear about safeguarding children. She keeps them safe both in the home and on outings, and uses relevant child safety equipment.

### **It is not yet good because**

- The childminder does not keep a daily record of the names of children being cared for and their hours of attendance and her assistant's first aid certificate recently expired. This does not fully promote children's welfare.
- The improvements required for the patio and garden to ensure this is safe for use are slow to develop. This means that children do not fully benefit from valuable learning experiences gained from playing outdoors.
- The childminder does not use self-evaluation effectively, to demonstrate fully what is done well and what needs to be improved or incorporate the views of parents. Consequently, changes are not rapid enough and are not focused on children's 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 had a tour of the premises and observed activities in the living room.
- The inspector looked at the childminder's training certificates, children's assessment records, planning and other relevant documentation.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

## Inspector

Shirley Peart

## Full report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged six and four years in Newcastle upon Tyne. The childminder is registered to work with an assistant. The living room and the bathroom on the first floor are used for childminding. The family have a pet parrot and tropical fish. There are currently four children on roll, two of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round, from 7am to 6pm, 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:

- keep a daily record of the names of children being cared for and their hours of attendance
- ensure that any assistant who might be in sole charge of children holds a current paediatric first aid certificate.

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

- pursue the improvements required for the patio and garden, so that best use of space and resources is maintained to further promote children's valuable learning experiences in the outdoors
- provide a stronger focus on self-evaluation to improve children's learning and achievements, by continually reviewing what is done well and what needs to be improved and incorporate the views of parents.

## Inspection judgements

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

The childminder has a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This means that she plans activities appropriately across the seven areas of learning, which enables children to make suitable progress. The childminder demonstrates a sound awareness of how children learn as she chooses activities and resources that interest them and those that support

different learning experiences. For example, for children who do not like the feel of different textures or messy play, she gradually and sensitively introduces this into her planning. This helps children to overcome their dislikes and ensures that they can experience all of the educational programmes. The childminder uses relevant criteria to help her assess children's progress. She regularly tracks their development, which shows that they are working well within the typical age range expected for their age. The childminder has not yet needed to complete the progress check at age two, however, she has relevant documentation and information ready to enable her to carry out this and share a summary with parents.

The childminder uses sound teaching strategies to help children learn. For example, she sits on the floor with them and offers lots of eye contact, gestures and supportive language. She sensitively helps children to handle the textured building bricks and makes statements about them, which encourages children to think and respond. Therefore, children join in, learn new words and phrases and repeat her as they state, 'a tricky one' and a 'long one'. She also points out different colours and shapes and encourages children to join in with counting. This helps them to develop some basic mathematical and language skills. Consequently, this assists them to move on in their learning and to be suitably prepared for pre-school and eventually school. The children are settled and comfortable with the childminder and in the environment, as they sing familiar songs to themselves when they are ready to have a nap.

The childminder aims to involve parents fully in their children's learning. She displays good information on her 'spring topics' in the entrance lobby and links the activities and outings to the different areas of learning. This means that parents can easily see what their children are involved in and how the childminder helps them to learn. As well as daily discussions, the childminder sends home a daily diary with an account of their children's routines and activities. She ensures that the children's assessment records and observations, in individual folders, are stored in the entrance lobby. This means that parents can view them and take these home at any time. Consequently, appropriate engagement with parents, support children's learning and progress over time.

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

Children have close, natural relationships with the childminder. For example, they snuggle into her when they are tired and receive lots of verbal reassurance and natural cuddles if they are unsure. This supports their emotional well-being successfully and demonstrates that they are clearly settled in her care. Young children also keep their personal comfort items with them and the childminder recognises the importance of this, to further support their emotional needs. The childminder has a good understanding of how to manage children's behaviour and uses appropriate tactics, such as, explanations, praise and rewards for the older children. Toddlers behave well as frustrations are prevented, because the childminder provides lots of one-to-one attention and ensures that they are fully occupied.

The childminder restricts access to the kitchen and stairs by using child safety gates and

the exit routes are clear. She displays her evacuation plan, completes risk assessments and follows a cleaning rota to help promote children's health and safety. The childminder, following the risk assessment of her garden, is currently not using this as some parts are not safe. Renovations and developments are ongoing but improvements are slow. This prevents children from having free flow access to the outdoors and means that use of space and resources is not fully effective to provide further valuable learning experiences outside. However, the childminder does make provision for the children to have daily outings to promote healthy lifestyles and understanding of the world around them. For example, they visit a 'pets corner', soft play facilities, toddler groups, various parks, children's museums and aquatic centres, where children choose fish for the childminder's tropical fish tanks.

Parents complete, 'All about me' documents on their children's needs. This helps the childminder to establish children's developmental starting points and individual likes, dislikes and routines. She offers flexible settling-in periods to ensure that children cope well with the move from home to setting. She continually works closely with parents as their children develop to support their growing independence, such as, when they are ready to potty train.

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

The childminder has a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage welfare, learning and development requirements. She is clear about training courses she would like to attend to help her improve her childcare knowledge and is currently enrolled on a level 3 childcare course. The childminder knows what to do if she has any concerns about a child's care or welfare. She is aiming to refresh her safeguarding knowledge by attending a relevant course in the near future. This means that she can maintain up-to-date information on what to do if she is worried about a child and demonstrates that she is aware of how to keep children safe. As children attend on a flexible basis, the childminder receives rotas from parents in advance. This helps her to organise activities and routines. However, she does not keep effective daily records of the names of children and their hours of attendance, which compromises safety. This is a requirement of the Early Years Register and the Compulsory part of the Childcare Register.

At the last inspection the childminder was issued with a Welfare Requirements Notice to ensure that the premises were organised in a way to meet children's needs. On the day of the inspection it was found that overall, the environment was appropriately maintained, generally free from household clutter accessible to children and reasonably organised. This ensures that children's needs are suitably met. The childminder aspires to improve and tries hard to address issues raised at previous inspections. She is working closely with an advisor from the local authority to help her monitor her provision and make further improvements, however, self-evaluation is in the early stages. Therefore, the childminder does not yet fully focus on how any developments and improvements promote children's learning further or incorporate parents' views.

The childminder discusses her practice and provision regularly with her assistant and is aware of the training he needs to enable him to continually work with her. His first aid certificate recently expired, which means he currently cannot be in sole charge of children. The childminder is aware of this and has made efforts to enrol him on a suitable course to update this training. Both the childminder and her assistant's suitability have been checked through Ofsted, which enhances children's safety. The childminder works well with parents and teachers as necessary, which helps to provide continuity for children's learning. She regularly discusses children's care and interests with parents and finds out what they enjoy doing at home. She also accompanies parents at school meetings to ensure that all adults work together well to support children's learning. Parent's written comments show that they are pleased with the provision and some children have attended since they were babies. They feel that communication is, 'very effective,' and that their children 'always seem happy to be here'.

### 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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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

<b>Unique reference number</b>	EY384618
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	963328
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/11/2013
<b>Telephone number</b>	

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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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