

Inspection date

Previous inspection date

12/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good. Children are engaged and happy because the childminder knows them well and successfully plans experiences which stimulate their individual interests.
- Children's communication skills are promoted well because the childminder spends time positively interacting with them and encouraging the effective development of their vocabulary and language skills.
- Children benefit from warm, caring attention from the childminder. They are settled in her care, demonstrating they feel safe and are able to form secure, positive attachments.
- The childminder has robust procedures in place for safeguarding and understands her responsibilities well in regard to protecting children. She has clear written policies in place and these are shared with parents.

It is not yet outstanding because

- There is scope to further develop information sharing with parents regarding children's learning and development to ensure they are fully involved in their child's learning at home and in the setting.

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's play and adult and child interactions indoors and outside.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at children's learning journey records, policies and procedures and a range of other documentation.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and two children aged 15 and eight years in Seaton Sluice, Northumberland. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six 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 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen opportunities for all parents to be fully involved in their child's development and progress, by using any learning experiences gained at home more effectively to inform children's learning journeys.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She gathers information from parents when children start, about their interests and care routines. This enables her to plan appropriate activities which meet children's individual needs. She observes children as they play, which enables her to assess their current levels of development and to plan for their next steps. Consequently, children are making good progress in all areas of their development. The childminder has a clear awareness of how to complete the progress check at age two when necessary. The childminder recognises the importance of building close partnerships with parents. She has established good relationships with them, and consequently, parents feel secure that their children are happy and safe in her care. Parents are provided with detailed information about the childminder's practices and policies, which ensures they have a good understanding of how their children's needs are supported. The childminder ensures that parents are kept informed of their child's time with her through verbal communication. This ensures the exchange of information between home and the setting. Children's individual learning journey records are attractively presented with photographs, children's achievements and written observations. These are regularly shared with parents. However, the involvement of parents in their child's learning is still in the early stages of development and they are not fully involved in supporting their children's learning at home.

The quality of teaching is good. Children's enthusiasm for learning is enhanced by the

childminder, who has a good understanding of how to engage and capture children's interests. The childminder skilfully intervenes and extends children's learning during child-selected activities. She places a high priority on the development of language and communication. She talks to the children constantly, listening to what they are saying, extending vocabulary and using careful questions that are appropriate to the children's level of understanding. This effective questioning encourages children to think critically and make predictions. For example, during a cooking activity children work out that chocolate melts with heat and goes hard when it cools. The childminder plays alongside the children, extending their vocabulary as they play. This successfully promotes their language development further. The childminder promotes children's understanding of shape, space and measure well as they enjoy rolling out the dough and cutting out shapes. For example, children work out there is not enough dough left to cut another shape out. The childminder successfully weaves numbers and colours into activities and the daily routine. For example, children count out the cake cases and sort them into colours.

The physical development of all children is well promoted through a wide range of learning opportunities in the secure garden. Children learn how to negotiate space, pathways and gradients, which helps them to develop good coordination. They learn how to move and control their bodies in a variety of ways as they twirl a hoop, throw and catch a ball and jump on a small trampoline. The childminder successfully extends opportunities for children to practise their walking, running, balancing and climbing skills through regular visits to the park and walks in the local environment. This also helps to develop children's curiosity about the world in which they live. Books for all ages are freely available. This assists children to develop their early reading skills. Resources, such as pencils, pens and chalks, are accessible, enabling children to practice and develop their early writing skills. Consequently, children learn the necessary skills for the next stage in their learning, such as school.

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

The childminder has lovely relationships with the children. She is calm and caring and the children relate well to her. Children feel happy and secure and enjoy exploring the toys and equipment with her. They form secure attachments and are happy and content in her care. Children chat confidently with the childminder and enjoy the time they spend with her. They receive the childminder's full attention, which helps them feel special, happy and well supported. As they play, they chat about things that are important to them and giggle and laugh. As a result, children display high levels of confidence and self-esteem and are emotionally prepared for the next stage in their learning. Settling-in procedures are carefully organised to ensure that young children feel secure and develop strong bonds with the childminder. Transition arrangements are good and the childminder has a sound working relationship with the local schools and pre-schools. This supports children to feel confident and well prepared when the time comes to move on to school and the next stage in their learning.

Children play in a welcoming, homely environment which is very clean and well maintained. They display confidence in their surroundings and are eager to learn as they

freely move from room to the other. They independently choose and explore the good range of resources on offer. Resources and toys are clearly labelled and easily accessible. This helps children to be independent and make choices in their play. The childminder sits with children as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and recognises when they are in need of some refreshment. Children receive plenty of fresh air and exercise, and this contributes greatly to their physical health and well-being. Children's health is well promoted through the healthy meals and snacks which the childminder provides. She constantly reinforces good hygiene procedures, such as hand washing before eating and after messy activities.

Children's behaviour is good as they are engaged in their activities. The childminder has clear behavioural expectations, which the children respond to well. They learn to play alongside each other, take turns and share their toys. This helps them to learn about their own feelings and those of others. The childminder has a secure understanding of how to manage behaviour. She focuses on praising children's achievements, which raises their confidence and self-esteem. Additionally, she provides a good role model for children to show them how to behave, for example, by encouraging good manners, such as 'please' and 'thank you'. These skills help children to learn about their own feelings and support them in their future learning. A high priority is given by the childminder to ensuring that the children in her care learn to keep themselves safe. There are risk assessments in place and she is vigilant with regard to children's safety. For example, she reminds children hold onto the handle of the small trampoline so they do not hurt themselves. Children are encouraged to tidy up and understand the need to tidy up before getting other resources out. As a result, they can move around safely in the setting, knowing that they are keeping themselves and others safe.

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

Arrangements for safeguarding are good. The childminder takes all necessary steps to keep children safe and well. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. Robust risk assessments of her home and outings are in place and updated regularly. Regular fire drills and fire safety equipment, such as smoke alarms, ensure children are kept safe and know what to do in the event of a fire. The childminder is aware of her responsibilities when administering medication and holds a valid first-aid certificate. She fully understands her role and responsibility in protecting children. For example, all members of her family who have contact with minded children have had suitability checks carried out. The childminder's documentation is organised, easily accessible and underpins her practice well. This, together with a comprehensive range of policies, means that children are well protected.

This is the childminder's first inspection since registration and she demonstrates a committed approach towards providing good quality care and education for all the children. She uses observations to enable her to effectively track and monitor the

children's progress from when they start. She reflects on activities and uses this information, along with her secure knowledge of children's interests, to help with future planning. The childminder has developed links with other childminders in the area to share ideas and good practice. She keeps herself updated on current practice through reading childcare magazines. This shows she recognises the importance of professional development. She has also made good links with the local school. The childminder is constantly reflecting on her practice and is committed to develop the service she provides. She listens and responds to children's interests and preferences, and talks to parents on a daily basis. She is working to strengthen this as the provision develops in order to gather the views of others, as she strives to continually improve.

The childminder establishes effective relationships with parents. Regular feedback keeps them up to date about their child's progress and they have open access to their child's learning journals. Parents' written comments are highly positive. For example, parents comment that the childminder is 'parent-friendly and approachable' and state that she has supported their children's communication skills well. Children show they are happy being at the childminder's as they write she is the 'best childminder in the world' on a picture they have lovingly drawn for her. The childminder regularly collects children from local schools and pre-schools, and as a result, has built good working relationships. Children in the early years group do not currently have any other links with other professionals, but the childminder is aware of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education when appropriate.

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	EY471647
Local authority	Northumberland
Inspection number	944309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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