

Inspection date	20/05/2014
Previous inspection date	29/09/2008

The quality and standards of the early years provision	This inspection:	2
	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		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

- Children make good progress because the quality of teaching is good. The childminder knows them well and provides experiences and activities that they are interested in and enjoy.
- Children are happy and relaxed within the childminder's home because of the strong relationships established between them.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. Robust risk assessments help to minimise any potential hazards to children to keep them safe.
- Partnerships with parents are good as the childminder keeps them fully involved in their child's experiences and learning. The childminder gains valuable information from parents about children's learning at home to help meet their individual needs.

It is not yet outstanding because

- There is scope to strengthen opportunities for older children to anticipate key phrases and join in with repeated phrases when reading books.
- There is less emphasis on ensuring that resources are always easily accessible in order to fully promote children's independence.

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 the quality of adult and child interactions.
- The inspector looked at planning, observation and assessment documentation and children's learning journey records.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, the self-evaluation form, and a range of other documentation.
- The inspector took account of the written views of parents and children spoken to on the day.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Gateshead, Tyne and Wear. The whole of the ground floor and the rear garden are used for childminding. The childminder is registered for overnight care. The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group who attends for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen older children's already good use of language by consolidating opportunities for older children to anticipate key phrases and join in with repeated phrases when reading books
- enrich opportunities for younger children to make more independent choices in their play by increasing the accessibility of some resources.

Inspection judgements

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

The childminder demonstrates a good understanding of how young children learn. She gathers good information from parents about what their child already knows and can do and uses this information well to start children's learning. She provides a broad range of activities and experiences, which are tailored to children's interests and promote their learning across all areas. The childminder makes written observations of children during child-initiated and adult-led activities, which enables her to assess their current levels of development and to plan for their next steps in learning. Consequently, children make good progress in all areas of their development. The childminder regularly shares information with parents about the achievements and progress children make in her setting. The childminder is aware of the requirement to provide parents with a progress check at age two when necessary. Consequently, the childminder and parents work together effectively to ensure that children make as much progress as they can.

The quality of teaching is good. The childminder supports children's communication and language skills well by talking to them about experiences and events in their lives. Older

children enjoy talking to her about their day at school and activities they enjoy with their family, such as swimming. As a result, children use talk to explain what is happening and anticipate what might happen next from their past experiences. The childminder responds well to children's interests, encouraging children to lead their own learning and joining in with their play. For example, children use their imagination and communication skills to act out a story with the spaceship and figures. The childminder skilfully responds to opportunities during children's play to support their understanding of number. For example, children work out that three men plus three aliens make six as they count small world figures. Children show they have a love of stories as they show interest in illustrations and print and handle books carefully. They listen to stories with increasing attention and recall as they share a favourite story with the childminder. The childminder reads clearly and points out drawings which capture children's interest and imagination. However, the childminder does not always pause to allow children to anticipate key phrases and join in with repeated phrases. This means there is scope to strengthen children's already good understanding and use of language by encouraging older children to read some words.

Children show they are curious and motivated to learn. For example, they learn new words such as 'indigo' as they ask questions about colour. Children have access to a range of equipment such as pencils and pens to make marks. This helps to strengthen the muscles in their hands for early writing skills. Older children learn how to control a pencil and read the letter sounds as they write to write their name. As a result, children are well equipped with the skills they need for school and the next stage in their learning.

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

Children settle well in the welcoming, friendly environment as the childminder consults with parents about children's development and care routines from the start. This ensures children's individual needs are well met when they begin attending the childminder's care. As a result, children's well-being is high. Children are happy and affectionate towards the childminder, showing that they have a strong bond. This is because the childminder knows the children in her care very well and listens with interest to them as they talk about significant people who are special in their lives. This shows she values children and their home lives. The childminder is kind, considerate and consistent in the care she offers. She continually praises children for their efforts and achievements which effectively promotes their self-esteem. She is a good role model and supports children to be aware of theirs and others feelings. Consequently, children are well behaved and gain an understanding of the effect that actions and words can have on others.

Children play in a clean, safe environment with a good range of resources that reflect children's interests and all areas of learning. However, some resources are not as accessible, particularly for the younger children, in order for them to make more independent choices in their play. Children have daily opportunities for fresh air and exercise and move freely between the indoor and outdoor space with pleasure and confidence. Regular trips in the community extend opportunities for children to practise

their physical skills. For example, they learn to climb and balance at the local park and learn to negotiate pathways and gradients as they go for walks. The childminder promotes children's understanding of how to keep themselves safe as they learn about road safety when they walk to and from school.

Children learn about the natural environment, the world around them and how to care for living things. For example, they water the strawberries and pick apples from the tree when they are ready to be picked. The childminder encourages children to be independent and is readily available to support them with their self-care skills if they require assistance. This helps children to build confidence and find out what they can do for themselves. As a result, children are confident to speak to others about own needs, wants, interests and opinions. The childminder promotes healthy eating and encourages children to try healthy foods, such as blueberries. The childminder works alongside parents to support children who are often reluctant to eat some foods. This two-way flow of information ensures that children receive consistent messages in relation to eating. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands. This demonstrates that they are beginning to learn how they can keep themselves healthy.

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. The childminder vigilantly checks the identification of visitors and keeps a written record of them. Robust risk assessments of her home and outings are in place and updated regularly. She 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 childminded children, have had suitability checks carried out. The childminder's documentation is very well organised, easily accessible and underpins her practice well. These, together with a comprehensive range of policies, mean that children are well protected.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure that all areas of learning are covered and she understands the importance of planning in response to children's interests. The childminder uses observations and assessments effectively to monitor progress and plan the next steps in children's learning. She is committed to developing her already good knowledge of how children learn and develop and does this through self-directed study, meeting with other childminders and attending courses. The childminder is willing to complete training and reads childcare publications to

enhance her knowledge. She is keen to continuously build upon her already good practice and verbally seeks the views of parents. She has also developed good links with the local authority which further demonstrates her commitment to improving her already good practice further.

The childminder establishes effective relationships with parents. Regular verbal feedback keeps parents up to date about their child's progress and they have open access to their child's development files. The childminder has a wide range of written policies and parents have access to these in order to understand how the setting operates and how to make a complaint. The childminder has developed good relationships with local schools and information is shared to support learning, progression and smooth transitions. Parents written comments state that they feel 'confident and comfortable' that their children 'well cared for' in a 'very stimulating environment'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	311799
Local authority	Gateshead
Inspection number	868044
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	29/09/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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