

## Inspection date

Previous inspection date

16/05/2014

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

- 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

- Occasionally, some resources, such as books, are not as accessible to young children to enable them to make independent choices in their play.
- Children have opportunities to engage in arts and crafts activities which promotes their imagination and creativity. However, there is scope to extend the range of natural materials available to support the investigation and exploration skills of younger children.

## 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 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, risk assessments, the self-evaluation form, and a range of other documentation.
- The inspector took account the written views of parents.

## 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 and two children aged 19 years and two years in Cramlington, in Northumberland. The whole of the ground floor and the rear garden are used for childminding. The childminder attends activities at the local children's centre. She visits the park and the woods 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 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the 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:

- enhance the accessibility of books, for example, by organising them so that they are easily accessible, enabling younger children to make independent choices
- provide opportunities for children to investigate while they play and explore, for example, by offering a range of everyday objects in treasure baskets.

## 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 the Early Years Foundation Stage and how young children develop and learn. When children start she gathers information from parents about their learning and care routines. This enables her to provide appropriate activities which meet children's individual needs and interests. She observes children during child-initiated and adult-led activities, which enable her to assess their current levels of development and to plan for their next steps. As a result, children are making good progress in all areas of their development. The childminder is committed to working in partnership with parents and provides very good opportunities for parents to be involved in their children's learning. For example, parents complete an 'All about me' sheet when their children start attending the childminder's. The childminder ensures parents are kept well informed of their children's progress by sharing regular assessments of their children's development and arranging meetings with parents. The childminder is aware of the requirement to complete the progress check for children aged between two and three years. Parents have access to and contribute to their children's learning journals that hold thorough information about their children's developmental progress and well-being.

The childminder supports children's communication and language development very effectively. She continuously talks to children about what they are doing, naming objects and repeating words. As a result, children learn to use vocabulary to make connections between objects and words as they play. For example, the childminder uses descriptive language such as 'splish and splash' as the children have great fun playing with the water outside. She helps children to gain an awareness of what they can do by encouraging them to 'have a go' of filling the watering can themselves. She praises children as they fill the can with water and 'pour' the water out. Young children giggle and stare attentively as they watch the water sprinkle and try and catch it with their hands. As a result, children gain confidence and self-awareness of what they can do. The childminder responds well to children's interests and uses these spontaneous opportunities effectively to support children's learning. For example, children listen and watch attentively as the childminder points out the features of the bugs in the garden. She asks effective open-ended questions, such as 'Where do you think he's going?' as the woodlouse crawls away. As a result, children develop good thinking and speaking skills. The childminder provides good opportunities for children to be creative and explore a range of craft resources. However, opportunities for children to engage in open-ended activities with natural objects and materials are not always effectively promoted. This is because most of toys and equipment are commercially produced and cannot be used flexibly and in a number of ways. The childminder supports children's awareness of number well through counting objects during their play and care routines. For example, children count the stairs as they walk upstairs to the bathroom. This also helps them to practise their large muscle movements and gain control over their whole bodies. Children have good opportunities to be imaginative as they engage in small world play with the cars and garage. They gain control of their small muscles in their hands as they pick up vehicles and move them round a track. This helps to support early writing skills in preparation for school and for the next stage in their learning.

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

The childminder recognises the individuality of children and knows them well. This is because she has gathered information from parents during settling-in visits about children's individual interests and their home routines. The childminder uses this knowledge effectively, providing continuity of care for children. Consequently, they respond well to her warm and affectionate approach, forming secure relationships with her. This means that children are very happy and settled in her care. Children spontaneously seek assurance from her and enjoy a cuddle with her. This shows that they feel safe in her care. The childminder encourages children through effective use of praise, boosting their self-esteem. Consequently, children are developing self-confidence to become independent learners. Children eagerly explore the stimulating environment, demonstrating their curiosity and independence as they make choices about their play. This means the childminder supports them well in developing their own ideas and interests. The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. She has clear and consistent boundaries and when needed, boundaries are reinforced positively. As a result, children behave well

and learn to respect others.

The childminder's home is safe, clean and welcoming and children show they are confident as they happily explore the learning environment. Children have access to a good range of resources that reflect all areas of learning and interests. Resources are stored appropriately, clearly labelled and most are easily accessible. However, books are not so easily accessible to young children to help them make independent choices and lead their own play. Children have daily opportunities for fresh air and exercise and explore the indoor and outdoor space with pleasure and confidence. Outdoors, children have good opportunities to practise their physical skills, such as crawling, walking and climbing steps. The childminder regularly takes children for walks to the local parks and woods. This further enhances their physical development as they learn to negotiate different pathways and gradients. Children learn about the natural environment as they plant seeds and show an interest in woodlice as they crawl under the plant pot. The childminder effectively supports children to notice features in the community they live in. For example, she points out the aeroplanes as they fly overhead. The childminder ensures children are kept safe while enjoying outdoor experiences by carrying out robust risk assessments. The childminder uses local community facilities, such as activities at the local children's centre to support children's social development. Consequently, they develop confidence and friendships with other children. This means they are acquiring personal skills to help them when they move on to nursery and school.

Children's health is well promoted. The childminder reinforces good hygiene procedures. As a result, children begin to learn to manage their own personal hygiene such as washing their hands before they have their lunch or snack. The childminder provides nutritious meals and snacks and supports children to try new foods and textures. The childminder sits with the children at mealtimes and supports their new found taste experiences. For example, young children explore the taste and texture of the plums at snacktime. All this promotes children's health and well-being. The childminder actively encourages children to have a go at feeding themselves and offers support if necessary. She praises children's efforts and consequently, they show growing confidence and independence. This helps them to be emotionally ready for the next stage in their learning.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision and appropriate use of safety equipment, such as stair gates. The childminder maintains effective records for each child. 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. This means that she knows how to help protect children from potential harm. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. 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 childminded children, have had suitability checks carried out. The childminder's documentation is well organised, easily accessible and underpins her practice well. These together with a wide range of policies mean that children are well protected.

This is the childminder's first inspection since registration and she demonstrates a dedicated approach towards providing good quality care and education for all the children. She observes children during their play, 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. Consequently, children make good progress in all areas of learning. The childminder has completed the self-evaluation form which clearly and accurately highlights areas for development. She ensures parents and children's views are respected and included in this process. As a result, parents and children feel listened to.

The childminder has developed good links with the local authority development worker, to ensure she meets children's care and learning needs effectively. She regularly links with other childminders to discuss ideas and share good practice. The childminder has good links with the local pre-school which has had a positive impact to ensure consistency and continuity of children's care and learning needs. The childminder recognises the importance of building close partnerships with parents. She has established very 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 well informed of their child's time at the childminder's by the regular exchange of verbal and written information between home and the childminder's setting. This ensures and children's individual needs are met. Parents written comments state that the childminder provides a 'varied programme of activities' and 'balanced meals and healthy snacks'. Parents also comment that the childminder 'clearly cares' for the children she looks after which helps them to feel reassured that their children are happy and well looked after in the childminder's care.

### **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

<b>Unique reference number</b>	EY470180
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	944151
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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