

Inspection date	16/05/2014
Previous inspection date	05/09/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The quality of teaching is inadequate because the childminder has little understanding of the learning and development requirements and is not secure in her knowledge of the seven areas of learning.
- The childminder has insufficient knowledge to carry out the progress check for children aged between two and three years in order to identify children's strengths and any areas where their progress is less than expected.
- The childminder has not ensured that all necessary records are kept, such as records of attendance and accidents that occur in the setting. This compromises children's safety.
- The childminder has not ensured that her certificate of registration is displayed in the setting.

It has the following strengths

- The childminder has good relationships with the children in her care and they look to her for comfort and support.

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 viewed the areas of the setting used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed paperwork, such as children's records, training certificates, medication and accident records.
- The inspector observed children playing in the living room and hall.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the West Denton area of Newcastle-upon-Tyne. The home is close to local amenities, such as shops, primary schools and playgroups. The whole ground floor of the childminder's house is used for childminding. Children do not have access to the garden, but there are playing fields and open spaces nearby for outdoor play. The childminder has two dogs and a budgerigar as pets. The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently five children on roll; one of whom is in the early years age group and attends on a part-time basis. The childminder operates all year round from 6.30am 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:

- develop an understanding of the seven areas of learning and development so that challenging and interesting experiences can be provided for all children
- develop an understanding of the requirements of reporting children's progress at age two so that reports to parents accurately reflect progress in the three prime areas and highlight areas where progress is less than expected
- ensure that an accurate and up-to-date record the hours of children's attendance is kept
- ensure that the certificate of registration is displayed in the setting
- ensure that accidents that happen on the premises are recorded.

Inspection judgements

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

The quality of teaching is inadequate because the childminder has limited knowledge and understanding of the prime and specific areas of learning. As a result, children make inadequate progress in their learning and development. The childminder does not plan interesting and challenging activities or experiences to ensure that children are developing and progressing. Therefore, children's needs are not fully met. The childminder is not

aware of the requirements to complete the progress check for children aged between two and three years. Consequently, due to her lack of understanding of the prime areas of learning, she is not equipped to identify delays in children's progress. This is a breach of the legal requirements of the Early Years Foundation Stage.

Children enjoy the time they spend with the childminder in the setting. For example, they choose toys, take them to her and enjoy hearing her talk about their choices. By engaging them in conversation, the childminder helps them develop their communication and language skills. The childminder has some understanding of how to support language acquisition and encourages children to be verbal. However, due to her weak knowledge of the development stages that relate to communication and language, she is unable to accurately assess whether children are making expected progress towards the early learning goals. She lacks the ability to identify whether an activity is challenging or not challenging enough for children. While the childminder does not actively plan activities to ensure that children are sufficiently challenged in their learning and development, they do enjoy some of the activities available to them. For example, children enjoy exploring the small world farm, particularly when the childminder asks them to find animals. They excitedly look and are delighted when they find the right one to show her. To extend this further, the childminder asks the children which sound each animal makes and they clearly love making the sounds to match. They respond very well to her praise and are focused on the activity for an extended period of time.

The childminder does not undertake regular observations of children's learning, assessment practices are not embedded and planning is mainly related to resourcing the environment. The childminder makes some attempts to engage parents in their children's learning. For example, she shares with them the importance of using the correct pronunciation of words to support language acquisition. However, because the childminder cannot accurately assess how children are achieving against the areas of learning, she is not able to share with the parents the next steps for their children. As a result, opportunities for parents to support learning at home are missed.

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

The childminder has developed good relationships with the children in her care. They turn to her for support and encouragement while they play and she responds to their needs. She recognises when children are tired or need reassurance and encourages them to cuddle into her for comfort. This demonstrates that the childminder knows the children well. However, children's health and welfare is compromised because the childminder does not keep a record of accidents or the hours of children's attendance. The children appear happy by smiling, laughing and chatting as they explore the resources and the setting. There are a variety of developmentally appropriate toys available, which the childminder rotates on a regular basis and children access them independently. The childminder recognises the importance of outdoor play and takes the children to nearby green spaces, parks and on outings on a regular basis. She provides healthy meals and snacks, which include fruit and vegetables and children have access to drinks at all times.

When children are due to start in the setting the childminder speaks to parents about their

individual needs, likes, dislikes and dietary requirements. She is very accommodating to the needs of parents and is flexible enough to tailor settling-in arrangements to each individual child and as a result, children settle quickly. The childminder helps children to be emotionally ready for school by paying regular visits there in the months leading up to the transition. For example, she knows the teachers well and takes children into the classrooms to become familiar with the environment as they visit to pick up other children. This ensures children become confident and begin looking forward to the move.

The childminder is gentle, but firm with the children and reinforces positive behaviour. As a result, children behave very well. The childminder has clear expectations of how children should behave on outings. They respond well to this by staying close to her and following her instructions when crossing the road or travelling on public transport. Children are encouraged to take some risks in their play and they are beginning to risk assess for themselves. The childminder reminds them about moving safely around the setting and talks to them about the importance of washing hands before eating and after toileting. As a result, children are developing an understanding of how to keep themselves safe. The childminder has reviewed and improved her nappy changing practice and has now met the actions which relate to this, and risk assessments, from the previous inspection.

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

The childminder knows the procedures to follow if she has concerns about a child and is aware of the signs and symptoms of abuse. Children's safety is assured through the risk assessments that the childminder undertakes in the setting and for outings. However, there is no written statement of procedures for safeguarding to demonstrate to parents how their children are kept safe. This is a breach of the requirements of the Childcare Register. The childminder has an accident and incident book, however, this is not used to record the accidents children have while they are in the setting. This is a breach of the requirements of the Early Years Register and the Childcare Register. The childminder is very flexible with parents who work shifts and is happy to accommodate them if they need to change arrangements at short notice. Parents find this very reassuring and state that the childminder is 'very flexible with my shifts and I am very grateful'. However, the childminder does not keep an attendance record showing the dates and times children attend the setting. This is a breach of the requirements of the Early Years Register and the Childcare Register.

The childminder does not demonstrate a commitment to improving her setting. She has not undertaken self-evaluation to highlight strengths and weaknesses in her practice and has no development plans in place. Therefore, the recommendation in the previous inspection has not been met. In addition, the childminder does not ensure that her registration certificate is displayed in the setting. This is a breach of the requirements of the Early Years Register and the Childcare Register. The childminder has insufficient knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, she is unable to effectively monitor the educational programmes, accurately assess attainment and recognise any gaps in learning and progression. Furthermore, this weakness was raised at the last inspection and has still not been met.

First aid training is up to date, however, this is the only training the childminder has undertaken recently and does not demonstrate a commitment to continuous improvement.

The childminder has good relationships with parents and they appreciate having someone that they trust looking after their children. The childminder informs parents about what their children are doing in the setting by sending text messages and verbally sharing information at pick-up time. When children first start in the setting, the childminder collects contact details and information about children's needs. As a result, children settle quickly into the setting. The childminder has a positive relationship with the local school and is able to talk to them about what children can do. This helps the school to support them at transition time and demonstrates that the childminder is aware of the importance of working in partnership with others to support transition and learning. However, due to the childminder's lack of understanding of how to undertake accurate observation, assessment and planning, the development information shared with the school is limited.

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 and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register)
- keep a written statement of procedures to be followed in relation to complaints which relate to the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: accidents which occur on the premises where childcare is provided; 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)
- display the certificate of registration in the premises on which childcare is provided (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (voluntary part of the Childcare Register)
- keep a written statement of procedures to be followed in relation to complaints which relate to the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)

- keep records of the following and retain them for a period of two years: accidents which occur on the premises where childcare is provided; 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)
- display the certificate of registration in the premises on which childcare is provided (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

Unique reference number	318875
Local authority	Newcastle
Inspection number	963021
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	05/09/2013
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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