

Inspection date	05/06/2014
Previous inspection date	21/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 childminder has a good understanding of how to meet the safeguarding and welfare requirements and as a result, children are safe and well-protected in the setting.
- The childminder provides stimulating activities and a broad range of resources which meet children's needs and as a result, they make good progress in their learning and development.
- Children are happy, content and secure as a result of the bonds they have formed with the childminder.
- The childminder has developed very positive relationships with parents, which effectively support continuity of care, learning and development.

It is not yet outstanding because

- Occasionally the childminder does not take enough opportunities to extend children's thinking skills.
- Fiction and non-fiction books are not always available for children to access independently to enhance their early reading skills.

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 viewed a sample of documentation, including policies, children's records, observations and assessment files and risk assessments.
- The inspector observed children playing in the living room and dining area of the kitchen.

Inspector

Julia Matthew

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 17, 10 and four years in Ashington, Northumberland. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed yard for outdoor play. The family has a dog. The childminder attends a toddler group and activities at the local library. She visits the local shops and parks on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 11 children on roll, six of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 8pm, Monday to Friday, except family holidays. The childminder 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:

- provide even more opportunities for children to develop their critical thinking skills by asking open-ended questions, which support independent thought and reasoning
- enhance the environment further by ensuring that children can always independently access a variety of fiction and non-fiction books.

Inspection judgements

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

The childminder has a good understanding of how children learn through play and what she can do to support their development. She has worked very hard to ensure that the activities and experiences she offers reflect children's interests and provide breadth across the prime and specific areas of learning. Furthermore, she carefully considers next steps in learning and plans to meet individual needs. As a result, children make good progress. Children confidently access resources and develop their independent play for prolonged periods. The childminder interjects when she recognises that they need help or when she can extend their learning, but does not unnecessarily interrupt their play. Consequently, children can fully explore and investigate their individual interests and are motivated and focused learners. The childminder chooses to use resources, which support development of a variety of skills. For example, the children enthusiastically play a board game with her, an activity which she has planned primarily to support children's sharing and turn taking skills. However, she knows that it also provides them with the opportunity to practice colour recognition, positional language and to take part in fun action songs. These activities effectively develop valuable skills in readiness for school.

Teaching is good. The childminder provides a language rich environment, she values talk and encourages children to verbally share their needs, ideas and thoughts. For example, the childminder allows children to access their individual files and they love looking at the photographs of themselves engaged in a variety of activities. She skilfully supports them to recall and sequence events and to describe their feelings as they share their memories. Children's comments are recorded on their observation sheets and this provides an added dimension to the records. The childminder is aware of the importance of giving children time to talk. She positions herself at their eye level, smiling and nodding encouragement as they speak to her. As a result, children are confident at expressing themselves and make good progress in communication and language. However, there is scope to extend children's understanding further by asking more open-ended questions to develop their thinking skills. At present there are no children in the setting with additional needs, however, the childminder shows a good understanding of the importance of working in partnership with parents and other professionals to support children with specific needs.

The childminder has developed robust and accurate systems for observation and assessments. Observations are detailed, include photographs and comments from children and parents. Assessments help to indicate gaps in learning and the childminder uses this information to plan activities and experiences to meet individual needs. The childminder understands the importance of the progress check for children between the ages of two and three years and is currently compiling one, which she is due to share with parents. Partnerships with parents are good and information about learning, development and care is shared when children are dropped off and picked up from the setting. This ensures that children's needs are met, achievements are celebrated and learning is well supported at home and in the setting.

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

Children clearly love spending time with the childminder in the setting. They chatter to her constantly, smiling and laughing as they share experiences and develop skills. The childminder knows the children and their families very well and is sensitive to their individual needs. Consequently, children are happy to ask her for help or comfort when they need it. This demonstrates that children have secure attachments and feel safe with her in the setting. The childminder provides a very wide range of developmentally appropriate resources, which are attractive and interesting to children. Recently, she has reorganised the environment so that many of the resources are accessible for children. As a result, they are developing greater independence in their play. However, the varied and interesting collection of fiction and non-fiction books are stored in a large box, which children cannot independently access and this can reduce opportunities for them to make links between books and their play. The childminder recognises the importance of taking children out in the fresh air to experience larger scale outdoor play and develop their physical skills. She provides children with opportunities to do this in the rear yard and on regular visits to the local parks. Children love spending time outdoors, investigating and exploring the natural environment and are learning to treat animals and insects with care. The childminder further promotes healthy lifestyles by ensuring that meals and snacks are healthy and water is always available. As a result, children are developing an

understanding of how to make healthy choices.

Children are well supported with transitions as they start in the setting. This is due to the flexibility of the childminder, who works closely with parents to support children's individual needs. She collects a variety of information from parents about care, learning and development needs, likes, dislikes, interests and home routines. This information is used to plan interesting and enjoyable experiences for the children and helps them settle quickly. The childminder recognises the importance of supporting children with the transition to school. She helps them develop self-care and hygiene skills so that they develop independence and the ability to be confident as part of a larger group in nursery and Reception classes. Children also develop greater familiarity as they accompany the childminder to collect children from school. Furthermore, the childminder has worked hard to develop links with the local schools to support children at transition times and as a result, children make the move to school with confidence.

Children are well supported to develop a sense of how to keep themselves safe. The childminder gently and consistently reinforces safe behaviour as they move around the setting. Children are closely supervised and supported to develop an understanding of how to use tools and equipment safely and as a result, they are beginning to risk assess for themselves. The childminder is a good role model and reminds children about risks and safety both inside and outside the setting. For example, she talks to the children about road safety and the importance of holding hands as they cross the road on the way to collect children from school. Children's behaviour is very good as the childminder has high expectation of them and sets clear boundaries. Consequently, children are considerate, polite, respectful and play cooperatively together. Parents are happy with the support the childminder gives their children to develop good behaviour and social skills.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is able to talk about how children are safeguarded in the setting and the procedures to follow if she has concerns about a child. The childminder has up-to-date contact numbers readily available in order to seek advice and guidance if required. There are a wide variety of policies in place, which promote children's safety, learning and development and these are available for parents to access online. Risk assessments are in place, are regularly reviewed and cover the setting and outings. The childminder is aware of her responsibilities when administering medicine, recording accidents and incidents. Written documentation is well organised, easily accessible and underpins practice. The childminder has current first aid and food hygiene certificates and children are aware of the evacuation procedure in the event of a fire. As a result, children are safe and secure in her care. The childminder has worked very hard to improve her practice and provision since the last inspection. For example, she has recently reviewed her observation, assessment and planning procedures to ensure that they meet the requirements of the Early Years Foundation Stage. The environment has also been improved and is more ordered and accessible to children. However, the childminder is aware that improvement should be part of a continuous cycle and talks with enthusiasm

about her plans to regularly review and evaluate her practice in order to continue to best meet the needs of the children in her care.

The childminder monitors her provision to ensure that all areas of learning are covered. She uses detailed observations to highlight children's achievements and to plan their next steps in learning. Accurate assessment provides information about how children are progressing from their unique starting points and highlight gaps in learning, which are addressed. As a result, children make good progress in their learning and development. The childminder talks enthusiastically about the recent support she has had from the local authority and how this has had a positive impact on her practice. For example, she now has a greater understanding of the importance of developing links with local schools to support children's learning and development as they move between the settings.

The childminder works very effectively with parents, who she views as partners in learning. Parents feel well informed about their children's progress because they spend time talking with the childminder each day at drop-off and pick-up times. This means that parents know what their children have been doing and how they can support them further at home. Parents have access to a safe social media group, which also keeps them updated with information about what has been happening in the setting, policies and procedures. They find its content valuable and interesting and informative. The childminder makes good use of services in the community, attending toddler and childminder drop-in groups and visiting the local library, shops and parks. This helps children to develop an understanding of how to behave in social situations and complements activities in the setting. The childminder works effectively with childminding colleagues to share ideas and good practice at regular meetings. Parents are happy for her to share their children's information with local schools and she has recently forged good links with them. Consequently, continuity of care and learning for children is supported well.

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	EY307808
Local authority	Northumberland
Inspection number	963234
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	21/11/2013
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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