

Inspection date	05/06/2014
Previous inspection date	24/10/2008

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

- The quality of teaching is good and children are making good progress in relation to their starting points. This is because the childminder plans effectively and provides specific activities to meet the individual needs of the children.
- The childminder uses effective open-ended questioning during activities and gives children the time and space to respond. This means that children are able to think critically and solve their own problems.
- The childminder has developed warm relationships with the children and their families, offering a very friendly and caring environment. This supports children to feel happy and secure.
- Children feel safe and secure with the childminder and arrangements for safeguarding the children are robust.

It is not yet outstanding because

- There is scope to develop the snack time routine so that children can be involved in the preparation of food and make informed choices between healthy snack options.

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 child interactions
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector and the childminder discussed the activities children completed during the inspection.
- The inspector discussed the childminder's observation, assessment and the tracking process to monitor children's progress.
- The inspector checked evidence of suitability, viewed the safeguarding, risk assessments and complaints policies, and discussed self-evaluation.

Inspector

Helen Easby

Full report

Information about the setting

The childminder was registered in 2001 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 eight, 11 and 13 years in Prudhoe, Northumberland. The whole of the ground floor and one bedroom on the first floor are used for childminding. Children also have access to a secure outdoor play area at the rear of the property. The family has two cats and a dog as pets. The childminder attends a toddler group and activities at the local children's centre. She collects children from local schools and nursery. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday and Saturday 8am to 5pm, 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:

- create time to discuss food options at snack time so that children can make informed choices between healthy snacks and develop their independence even further by being involved in its preparation.

Inspection judgements

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

The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage and the ways in which children learn through play. She knows the children in her care well and provides them with a range of exciting and stimulating activities in both the indoor and outdoor environments. Children are able to make choices over their play as resources are labelled with photographs and stored at their height. The childminder identifies children's particular interests through careful observation and through discussion with parents. Children's learning journey records reflect these interests and show the next steps in the child's learning. Planning is flexible and responds to the needs of the children. This means that the individual needs of the children are well met and their future learning is supported. The childminder is actively involved in children's learning which enables her to support each child effectively through skilful questioning and positive interaction. For example, during a craft activity the children are jointly making an ambulance out of a cardboard box. Children are encouraged to look at the picture displayed on the tablet computer and they discuss colours, where the windows and doors are and count the wheels. The children are encouraged to choose and stick the paper on and are reassured that, 'It doesn't matter if we go over the drawing we can draw it on again'.

The extremely warm, welcoming environment encourages children to explore and to make independent choices. The children are given time to choose and play freely, with appropriate and timely support from the childminder. For example, the children were interested in pictures of animals. The childminder asked questions and told them the names of the animals and foods that they ate. She emphasised the words that may be new, extending the children's language development extremely skilfully.

The outdoor environment is exciting and stimulating and is well equipped with excellent resources, such as an outdoor kitchen, play house and an open grassed area. The children access open ended activities which promote their learning. Children make good progress with the childminder. This is because she has very high expectations of the children. The childminder is skilled at supporting children in reaching their highest potential. A tracking system is in place, which shows children's starting points and shows good progress in all areas of learning for the children. This means that the childminder is able to identify where she needs to provide more learning experiences, ensuring that children continue to progress. Parents and carers are involved in sharing and contributing to their children's learning and development. Information is gathered from parents and this information is used to provide very detailed plans for the children's development and next steps. The childminder knows the children extremely well and is able to plan effectively and precisely for them. Learning journey records are frequently shared with parents, who are able to take them home and add their own observations or comments. As a result of this shared experience, children's learning is very well supported all round.

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

Children are provided with a warm, welcoming and enabling environment, which supports their development and well-being. Children know the childminder very well and they greet each other warmly. This helps children to form positive relationships and very secure emotional attachments. The childminder knows the children extremely well. This is because of the well-established relationships with parents and carers and means that information regarding the children's needs is effectively shared. Children clearly thrive and grow in confidence in this trusting environment. The childminder has high expectations of the children and they are supported well in all aspects of their development. Children are able to make independent choices. Resources are safe and accessible and children are able choose which materials they need for a craft activity, which book they want to read and access the building bricks themselves for a freely chosen activity. As a result, children are well supported to acquire the skills needed to be ready for the next stage in their learning.

Children are developing their independence. When dressing to go to nursery, the children are encouraged to 'have a try to put on your trousers'. Younger children are able to find their own shoes and a hat and put them on. This means that the children are becoming more skilled at dressing themselves. Children are asked at snack time which foods they would like to eat, they are given choices of food they might like to try that may be unfamiliar. This means that children are developing their skills in making choices and

being independent.

Feelings and behaviour are managed very sensitively by the childminder and a positive approach supports the children to deal with their emotions and behaviour. Children respond well to the boundaries in place and as a result, children's behaviour is very good. House rules are in place and displayed for all children, they include rules, such as 'always enjoy yourself and laugh as much as possible'. This means that the children are well supported in their transitions from home. Children are encouraged to consider risks and their own safety. For example, the childminder explains that the baby is arriving soon so they will not be able to play with the small beads on the floor. The children are happy to choose an alternative activity. When walking to and from school, the children wear high visibility jackets. This means that the children are beginning to learn about how to keep themselves safe.

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

Children's welfare and well-being are well promoted because there are policies in place which link directly to the safeguarding and welfare requirements. The use of mobile phones and cameras is included in the policies. Children are protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children. She regularly updates her safeguarding knowledge through appropriate training courses. This means that children are kept safe from harm and abuse. The childminder keeps a record of all visitors to her home and all adults living at the premises have been vetted. As a result, children are kept safe from adults that may not be suitable. Robust risk assessments are in place and ensure that all areas and equipment are safe for children.

The childminder has good knowledge and understanding of the learning opportunities for the children and is committed to improving all children's learning and development. She is extremely well motivated and passionate. The childminder has a good understanding of the learning and development requirements. Systems are in place to monitor individual children's progress. Planning documentation is regularly reviewed and updated and reflects an accurate understanding of individual children's skills, abilities and progress. This means that children's individual needs are met very well.

Training is accessed through the local authority. This means that the learning opportunities for children are extended further. Transitions between other settings are smooth and well supported by the childminder. She communicates with other settings that the children attend, having regular contact to pass on information regarding the children's learning and development. Relationships with parents and carers are very good, with daily communication taking place. Parents are fully informed of their child's progress and report how happy they are with the provision, 'it is a happy family environment where children are encouraged to develop their independence and own personality.'

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	310078
Local authority	Northumberland
Inspection number	867919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24/10/2008
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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