

Inspection date	10/06/2014
Previous inspection date	11/12/2013

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 quality of teaching is good because the childminder has a thorough awareness of how young children learn and develop. She is enthusiastic and provides a wide range of imaginative activities for the children. As a result, they are eager to learn and demonstrate high levels of engagement considering their ages.
- The childminder is very caring, sensitive and skilled in helping children to feel settled and to form secure emotional attachments. This in turn nurtures their independence, confidence and overall well-being.
- The childminder has a good knowledge and understanding of her role and responsibilities with regards to safeguarding children and keeping them safe. She has implemented written policies, procedures and risk assessments and she shares these with parents.

It is not yet outstanding because

- While there is a good selection of toys available, there is scope to extend the range of natural resources that encourage babies and young children to investigate and explore using all of their senses.
- There is scope to strengthen the current system of tracking the observation and assessment of children, in order to further support their best possible progress.

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 practice and interaction between the childminder and children during play and at snack time. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures and the suitability of all adults within the home.
- The inspector examined the children's learning and development records and observation, planning and assessment procedures.

Inspector

Eileen Grimes

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Prudhoe, Northumberland. The whole of the ground floor and the rear garden is used for childminding. The childminder attends various activity and toddler groups and visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 10 children on roll; four 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 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance babies' and children's sensory development by extending opportunities for them to explore and investigate a wider range of natural resources
- strengthen the existing tracking systems of children's progress so they more precisely consider children's stages of development and inform the planning so all children make rapid progress given their starting points and capabilities.

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 how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development and are acquiring the skills necessary to be ready for future learning. While there is a good selection of toys available, there is scope to improve the range of natural resources suitable for babies and young children to encourage them to investigate and explore using all of their senses. The childminder gathers information from parents when children start, about their interests and care routines, which enables her to plan appropriate activities to meet children's individual needs and interests. The childminder is actively involved in children's play and interacts well with them. She explains, questions and encourages children to explore, have a go and try new things. This effective teaching encourages children to be active learners. For example, the childminder introduces resources which encourage the children to use push and press skills. She takes the time to show how these work and then encourages them to 'have a go'. Children giggle as they press the button and the toy pops up. The childminder consistently asks open questions, to help the children to think and make simple connections in their learning. Throughout

the activity the childminder praises children's achievements and uses noticeable body language, such as smiles, shrugs and giggles, to demonstrate her pleasure and encourage the children to explore even further. This type of interaction demonstrates the good quality of teaching provided by the childminder, which is effective and ensures that children's individual interests and preferences are catered for. Children are making good progress in their communication and language skills as they constantly chatter and engage in conversation with the childminder. She listens carefully to them and repeats words back to them to. The quality of teaching she provides, supports children's communication and language skills well through everyday play-based activities. The childminder observes children to find out about their interests in order to plan activities or experiences to enhance their learning. She records children's progress through observations and uses this information to plan for the next steps in their learning. However, there is scope to extend this process to more precisely reflect upon children's stages in development to ensure every child makes rapid progress towards the early learning goals.

Partnerships with parents are well promoted because the childminder actively encourages them to be involved in their child's learning. A wide range of information is gathered from parents at the children's settling-in visits, which enables them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis. The childminder ensures that parents are able to continue with children's learning and development at home by sharing all observations and assessments through e-mail.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. All children form strong bonds with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Information is gathered from parents about their child's needs before they start, for example, what their children are interested in and their sleeping and eating routines. Settling-in arrangements are tailored to meet the requirements of each individual child and their family. The childminder also gives out a welcome booklet which introduces her family, the care routines of the setting and a sample of the activities the parents can expect their child to take part in. This detailed document enhances all aspects of the childminder's care and promotes effective partnerships with parents.

The childminder is a good role model who provides clear and consistent guidance for children's behaviour. She teaches children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives children lots of effective praise and encouragement. This builds their self-esteem and prepares them well for their future transition to nursery or school. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, the childminder provides open space for the youngest children to practise walking without bumping into objects and organises furniture so they are able to support themselves. Children's behaviour is very good and they are learning to share toys, supported by the childminder's sensitive interventions.

Children are developing a good understanding of the importance of living a healthy lifestyle. The childminder provides a range of healthy snacks and meals for the older children. Younger children's feeds are discussed with parents and are given in line with their preferences. The childminder is enthusiastic about caring for children's emotional needs and ensures that her attention to their personal care routines fully supports their well-being. During nappy changing times, the childminder reassures children, explaining the routine, and nappy changing is a warm and responsive time. The childminder maintains eye contact and sings songs with the child and, consequently, children's emotional well-being is very well supported.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Her knowledge of child protection issues is secure because she has attended safeguarding training. She is fully aware of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. She ensures that all adults living on the premises complete relevant suitability checks to help ensure that they are suitable to have contact with children. In addition, she has effective procedures and risk assessments in place to ensure she keeps children safe on outings or at home.

The childminder demonstrates a secure understanding of the areas of learning and makes sure that the educational programmes she provides reflect children's needs and interests. There is a broad programme of activities offered, including craft activities and baking, which the children enjoy and which enables them to make good progress. The childminder has a clear understanding and overview of the progress children make over time and talks with confidence about their individual learning pathways.

The childminder's capacity to improve is reflected in her positive approach to addressing the actions raised at her last inspection, which was judged as inadequate. She has accessed support from the local authority, through other childminders in a support network and from the monitoring visit by Ofsted. This support has enabled her to attend training on safeguarding to increase her knowledge and understanding. The support she has embraced from the local authority has enabled her to plan activities to very successfully support children's learning. The childminder completed the progress check for children between the ages of two and three years. She has completed a comprehensive self-evaluation which clearly identifies areas for further improvement. This shows a committed, dedicated perspective that ensures high standards are sustained.

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	403028
Local authority	Northumberland
Inspection number	965273
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/12/2013
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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