

<b>Inspection date</b>	12/06/2014
Previous inspection date	03/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Teaching is good because the childminder has a clear understanding of each child's individual learning and progress. This enables her to provide activities to support children's future learning, so that they continue to make good progress towards the early learning goals.
- Children enjoy good relationships with the childminder and with each other because she supports their self-esteem and behaviour skills well. They are confident, settled and happy in her care.
- Children's health and well-being is a priority and appropriate safeguarding procedures are in place to protect children from harm. The childminder carefully assesses the risks to her home and minimises these, which helps to ensure children's safety as they play.
- Partnerships with parents are well-established and actively encouraged by the childminder, so that parents make regular and positive contributions to their children's learning and assessment and support the acquisition of new skills at home.

### **It is not yet outstanding because**

- The childminder shows variable skills in asking open-ended questions. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking 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 spoke with the childminder throughout the inspection and interacted with the children present.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector took into account the written views of parents that the childminder has received.

## Inspector

Lynne Pope

## Full report

### Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, in a house, in the Jarrow area of South Tyneside. The whole of the ground floor, except for the office and the first floor bathroom is used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am 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:

- make more effective use of open-ended questioning to provide children with consistent opportunities to build on their emerging language skills in response as they learn to think more creatively and critically.

## 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 the Early Years Foundation Stage. She provides a wide range of activities, toys and experiences to ensure children are supported to make progress across all areas of learning. Teaching is effective and the childminder ensures that children's individual interests and preferences are catered for. She discusses children's learning and development with parents before their children start and uses this information to form a baseline assessment. From this, she plans activities suited to children's particular learning needs, enabling them to develop in all aspects. Observations are precise and outline the next steps required to progress children's learning. The childminder completes an assessment of children's development every few months. This helps her to identify if there are any delays or gaps in children's learning and development that she can address.

Children are very settled with the childminder. They stay close to her side during activities as they use her as a secure base from which to explore independently. The childminder is very clear about the learning intentions for planned activities and makes sure that children are continually challenged in their learning. For example, she plans for children to make a familiar jigsaw that she knows they particularly enjoy and then introduces a new activity that extends their learning. She joins in with their play and encourages children to build in the right order with the stacking boxes. Children enjoy these problem solving tasks as they work out that the biggest one goes at the bottom. They refine their skills as they get them

to balance on top of each other. The childminder talks to children constantly during their activities and helps them to build on their rapidly developing vocabulary. She listens carefully to what children say and repeats their words, so that they begin to understand the correct pronunciation. However, in her enthusiasm she does not always give children the time to think and fully develop their own ideas in response to her questions, before making her own suggestions. The childminder shares children's enjoyment of books and appreciates that children have their favourite stories. They sit comfortably together and she fully involves children in the story, as they look at pictures together. She answers their questions and helps children to anticipate what will happen next. This is all part of teaching children reading skills and leads to children sitting with books on their own and reading to themselves from the pictures. Children learn how to use interactive toys in their play. They use their imagination as they play with an interactive shopping trolley that asks them to find various items. They follow the childminder's lead as she demonstrates how it works and they understand how to operate it. They join in enthusiastically as it counts up to 10, showing their developing understanding of counting in the correct order. These activities provide a good foundation for children's future learning and prepare them for the eventual move on to pre-school and later, school.

Partnerships with parents are promoted well. The childminder encourages parents to share information about their child in a variety of ways to ensure they are actively involved in their child's learning and development. This is achieved through verbal discussions, text messages and the daily diary. Parents add their own comments in the diary about what children have been involved in at home and the learning they are concentrating on. The childminder works very closely with parents and uses their suggestions in her planning for children's development. The childminder completes the progress check for children aged between two and three years to ensure that any early intervention needs are identified and she shares children's progress information with parents to support their learning at home.

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

Children are very settled with this warm and caring childminder as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure attachments with her. Effective settling-in procedures are in place, where children come and visit before they start. The number of visits is based on individual children's needs. This means there is an effective transition from their home to the childminder's care and they become familiar with her as their key person. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and she places a strong emphasis on children learning to play alongside other children safely and sharing resources. Children learn how to keep themselves safe and to recognise danger. For example, the childminder closely supervises them and teaches them how to walk up and down stairs safely. Timely reminders are given when children are playing, such as not to run inside the house and she gives explanations to help children understand why. Emergency evacuation procedures are practised monthly, so that children learn what to do in these

circumstances.

The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are easily accessible in the home, which means children make their own choices about what they would like to play with. They move around competently, carefully avoiding each other as they move safely, negotiating pathways to avoid furniture and other objects. Many opportunities are provided for children to benefit from physical exercise. Children play in the garden, visit local parks and use large play equipment to further challenge their developing skills. Regular outings are taken in the local environment, such as to the library, museums, soft play and the shops. This teaches children about their local environment. The childminder helps children to understand the importance of a healthy diet by providing them with healthy home-made snacks and meals. She involves children in the planning and preparation of meals as they visit the supermarket each week to choose fruit and vegetables for snacks. Children are consulted about what they would like for meals and they are able to add their own choices of fillings for wraps. Children's awareness of different foods is promoted further as they share a picture book with the childminder. This generates discussion about what the foods are called and what they do and do not like.

The childminder embraces teaching children various life skills, so that they are prepared well for school. For example, from an early age she encourages them to take off and hang their own coats up and shows them how to put their own shoes on. As a result, children become competent at managing their own needs. The childminder supports children's transitions to other settings really well. For example, she takes children to regular toddler groups where they are able to develop their confidence and socialise with their peers. She has established good networks with the staff at the school nursery and shares information about children's learning effectively, so that both settings meet the needs of individual children effectively.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has a good knowledge of safeguarding and the correct procedures to follow should she have concerns about the welfare of a child in her care. Consequently, children are protected from harm. Consistent attention is paid to minimising risks within the home and garden. Daily checks are made to ensure that there are no possible hazards for children to come into contact with. The childminder meets all the regulatory requirements, such as keeping records of children's details and holding public liability insurance.

The childminder has developed an effective self-evaluation process and she clearly identifies her strengths and weaknesses. This provides opportunities for her to review and evaluate her provision on a regular basis. She involves parents in the self-assessment process through asking them to fill in questionnaires. This gives parents the opportunity to give their views about the service she provides and to make any suggestions about what

could be changed and how she could make her service better. The childminder is enthusiastic about the development of her provision. As a result of the last inspection, the childminder reviewed her understanding of good quality childcare and decided to improve her understanding. She has since completed a level 3 qualification in children's care, learning and development. This has had a very positive impact on her understanding and is very evident in the way that she plans and assesses children's learning and development. She demonstrates a secure understanding of the areas of learning and ensures the educational programmes she provides reflect children's needs and interests. Clear assessments, matched to the requirements of the Early Years Foundation Stage, means that the childminder knows where each child is in their stage of learning and how she can further support their needs. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual strengths and weaknesses and what she is doing to help children make progress.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. Written comments from parents suggest how much they value the childminder and are happy with the care and education she provides. They say she is not only professional but they can tell that the childminder really loves her job and children in her care. The childminder is aware of liaising with local agencies and how children benefit from this collaborative working. All children are treated equally and benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	312485
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	955303
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

