

Inspection date	24/06/2014
Previous inspection date	15/04/2010

The quality and standards of the early years provision	This inspection:	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

- The childminder supports children's learning through a good range of stimulating resources. These are developmentally appropriate and organised to encourage children's active participation and exploration in their play.
- The childminder is passionate in her role and her enthusiasm ensures children are well-settled and confident learners. As a result, children make good progress in their learning.
- The childminder has a good knowledge of safeguarding procedures. She is clear about procedures to follow should she have concerns about a child and strives to minimise risk. Consequently, children are kept safe.
- Good relationships with parents are fostered through frequent communication, which means that information is continually shared. This benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- Children are not always involved in the preparation of different foods at snack time. Consequently, their opportunities to develop self-care and independence skills are not maximised.
- There is scope to fully establish links with other providers of the Early Years Foundation Stage, to ensure continuity of learning for children who attend more than one setting.

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 undertook a tour of the premises.
- The inspector observed children's play and adult and child interactions indoors and outdoors.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at children's learning journey records, the self-evaluation form and a range of other documentation.
- The inspector took account of the written views of parents.

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 15, 10 and six years in Hebburn in South Tyneside. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends activities at the local children's centre and runs a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, of whom three are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- maximise opportunities for children to develop their self-care and independence skills even further, for example, by providing opportunities for them to be involved in the preparation of different foods at snack time
- extend the arrangements for sharing information and partnership working with other providers that children attend, in order to further support children's learning and development.

Inspection judgements

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

The childminder is committed and dedicated to providing a high quality learning experience for all children. She is well qualified and demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder effectively promotes children's learning and development in the prime and specific areas of learning by providing them with a variety of interesting and challenging activities. As a result, children make good progress in their learning and development from their starting points. The childminder offers a balance of adult-led and child-initiated learning experiences to meet the individual needs and interests of the children. Consequently, children are engaged and motivated in their learning. The childminder also completes regular observations and assessments of the children and uses this information to develop future planning and identify their next steps in learning.

The childminder effectively promotes children's communication and language skills as she continually talks to them about what they are doing as they play. She models language

well and introduces new words, such as 'cone' and 'hemisphere', as the children explore the three dimensional shapes. The childminder successfully supports children to develop their listening and attention skills. She uses positive eye contact and talks calmly to gain children's attention. As a result, children develop good listening skills and learn to follow instruction. The childminder joins in with children's imaginative play and uses these opportunities to successfully extend their play and learning. She skilfully interweaves colour, number, shape and measure into conversations as children build structures with various sized and coloured shapes. For example, children become highly engaged as they build a 'big swimming pool' and choose blue shapes 'for the water' and yellow for the diving board. The childminder successfully links this to children's own experiences as children enthusiastically talk about the swimming lessons they enjoy. Children are also encouraged to work out problems for themselves. For example, they are encouraged to try and work out how the shapes fit together when tidying them away. The childminder uses effective open-ended questions to encourage children to consider 'what else' they could print with. For example, children choose interesting objects, such as pine cones, to make flower patterns in the damp sand. As a result, children learn to think creatively and critically. Younger children thoroughly enjoy the sensory experience of squashing the sand between their fingers and feeling the smoothness of a shell. This helps to strengthen the fine muscles in their hands, which supports early writing skills. Children's physical development is well promoted as they learn to throw and catch a ball, climb up steps and balance on wooden logs.

The childminder completes regular progress checks and shares these with parents. This includes the progress check for children aged between two and three years. Parents are well informed as they receive verbal feedback at the end of each session and they have access to their children's learning journals at all times. This ensures they know about their children's achievements and progress. Parents are actively encouraged to share information about their children's learning and development at home. Consequently, they feel involved and supported by the childminder. Children increase their social experiences and extend their range of activities as they attend regular toddler groups in the local area. This enables the children to socialise with others and develop their confidence. Consequently, children are developing the necessary skills needed for the next stage in their learning at school.

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

Children are happy and settled in this warm, friendly and welcoming environment. The childminder works closely with parents to share relevant information from the start to ensure the children benefit from consistency of care. Effective settling-in arrangements ensure children settle quickly and ensures their individual needs are met. This results in them forming secure attachments and positive relationships with the childminder and their peers. The childminder shows she values children's family life as she talks to them about people and events that are special to them as they look at photographs together. Consequently, children's emotional well-being is high. Children are well prepared for their future transition to school, as the childminder shares relevant information with teachers. She completes written assessments, which show an overview of the children's learning and development. As a result, children's emotional needs are well supported as they move

onto the next stage in their learning.

Children's behaviour is good and effectively managed by the childminder as she responds sensitively and appropriately to the age of the children. They are aware of the boundaries and expectations within the setting. The childminder acts as a positive role model as she teaches them to use good manners and be kind and polite to each other. Children interact well with the childminder and they are developing their social skills as they learn to play more cooperatively with their peers. They have access to a very good range of interesting resources that are easily accessible and cover all seven areas of learning. The childminder understands the importance of children making independent choices and ensures children have every opportunity to make choices in their play. For example, she has produced a book to photographs to enable children to choose the resources they want to play with. The childminder encourages children to take care of their things by supporting them to tidy up after they have finished playing. She effectively encourages children to work together and makes the experience 'fun' by challenging them to see who can fit shapes into the box. Consequently, children quickly engage and help each other to put the toys away. The childminder uses regular praise and encouragement to ensure the children feel appreciated and respected. Consequently, children develop confidence and positive self-esteem.

The childminder promotes children's health and physical development well. Children have daily access to fresh air and exercise in the large, very well-resourced garden. They learn how to care for plants and living things. Children gain a good understanding of nature and different environments as the childminder takes them on regular visits to interesting places in the community. For example, children make their own 'bug hotel' following a recent trip to the wetlands centre. As a result, children start to develop an understanding of their wider community. The childminder talks about the importance of safety throughout the children's activities and routines. For example, she reminds children to hold the banister as they walk up and down the stairs. This ensures children start to develop a good understanding of risk and teaches them to keep themselves safe. The childminder also encourages children to follow good hygiene procedures by reminding them to wash their hands before snack and after going to the bathroom. She provides a healthy nutritious menu and consequently, children learn to make healthy choices. For example, children choose a piece of favourite fruit and willingly try new tastes, such as a slice of 'juicy' melon. Children show they have good independence and self-care skills as they learn to fasten their own clothing and feed themselves. However, there is scope to maximise opportunities for children to develop their self-care and independence skills even further by providing opportunities for them to be regularly involved in the preparation of different foods at mealtimes.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision and appropriate use of safety

equipment, such as stair gates. The childminder has completed safeguarding training and is aware of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. This means that she knows how to help protect children from potential harm. There is a clear safeguarding policy, which also provides guidance about the use of mobile telephones and cameras. The childminder vigilantly checks the identification of visitors. She is aware of her responsibilities when administering medication and holds a valid first-aid certificate. She fully understands her role and responsibility in protecting children. For example, all members of her family, who have contact with the children, have had suitability checks carried out. The childminder's documentation is all very well organised, easily accessible and underpins her practice effectively. These, together with a comprehensive range of policies, means that children are well protected.

The childminder monitors the educational programmes for the children well as she reflects on their learning and tracks the progress of their development. Self-evaluation is effective and the childminder can clearly identify her strengths and areas for future development. The childminder strives for continuous improvement to support children's achievements over time. She evaluates the practice within the setting to ensure she continues to provide good quality care for the children and evaluates the practice to ensure that parents receive a high quality service.

The childminder regularly links up with other childminders and she runs a toddler group at the local school. She shares ideas for good practice and has made some effective links, as a result. However, there is scope to fully establish links with other providers of the Early Years Foundation Stage, to ensure continuity of learning for children who attend more than one setting. Partnership with parents is good. The childminder shows that she values partnership working with parents as she regularly seeks their views both verbally and through questionnaires. She gathers younger children's views by observing their interests as they play, while older children have the opportunity to complete their own questionnaires. Consequently, parents and children feel valued as they have their views listened to. Parents written comments state that they are 'reassured' that their children are happy, safe and well cared for by the childminder. They also state that the childminder is 'doing a fantastic job'.

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	EY400841
Local authority	South Tyneside
Inspection number	879398
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	15/04/2010
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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