

Inspection date	07/07/2014
Previous inspection date	09/01/2014

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

- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. She provides a safe and secure home supported by risk assessments that are carried out to minimise any potential hazards to children.
- The quality of teaching is good. The childminder knows children well and provides experiences and activities that they are interested in and enjoy. Consequently, they make good progress.
- The childminder has very good relationships with the parents and meets the needs of the children well.
- Children are happy and content, and have established good relationships with the childminder. Children benefit from the kind and caring way they are supported, which results in them feeling secure.

It is not yet outstanding because

- The environment is not consistently rich in print to help children further develop their early reading skills and interest in the meaning of words.
- There is scope to enhance the range of resources available to promote equality and diversity, and to use these to support children's understanding of the wider world.

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 premises, toys and equipment.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection and observed planned activities.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.
- The inspector reviewed relevant documentation, including the childminder's self evaluation document, children's learning journals, and a sample of policies and procedures.

Inspector
Karen Tervit

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bedlington, Northumberland. The whole of the ground floor, the first floor bathroom, the back bedroom and the rear garden are used for childminding. The childminder attends a toddler group and activities within the local area. She visits the shops, park and library on a regular basis. She collects children from the local schools and pre-schools. There are currently four 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 6.30pm, Monday to Saturday, 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:

- explore further opportunities for children to begin to understand that print carries meaning, for example, by using words, signs and numbers to label resources
- enhance the resources that reflect our diverse society and review the way in which these are used to help children gain a better understanding of the wider world.

Inspection judgements

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

The childminder understands how children learn, and provides activities and experiences which they enjoy and which effectively promote their all-round development. She undertakes regular observations of each child to assess their abilities and plan for their future learning. The childminder talks to parents during their initial visits, gaining important information about where children are at in their learning. She discusses children's progress regularly with their parents, involving them well in their child's learning. For example, parents regularly send picture messages of children's learning at home. The childminder incorporates these into her planning, so children's home interests are followed. Consequently, this good communication with parents has a positive impact on children's learning. The childminder has effective systems in place to monitor children's progress and to identify any gaps in their achievement. For example, she has carried out the required progress checks for children aged between two and three years, and shared this with parents.

Children have fun in the childminder's home. They confidently explore their environment and involve the childminder in their play. The childminder uses effective strategies to

promote children's language. She sits on the floor with children, giving them lots of eye contact and repeating words back to them. She skilfully uses alphabet puzzles to help children to make the initial sounds of certain words. She also names objects and actions to help children develop their vocabularies. As a result, children confidently try new words and begin to recognise the first letter of their name and that of others. The childminder extends this learning by encouraging children to, 'have a go' at turning the pieces of the puzzle, so they fit together and supports them in counting the number of pieces. Consequently, children remain engrossed and interested in this activity for a long time. The childminder encourages children to make independent choices about their play as most resources are easily accessible. However, there is scope to improve the opportunities for children to further develop their early reading skills and interest in the meaning of words, for example, by displaying words and signs and by labelling resources. Children thoroughly enjoy exploring the exciting items in the treasure box, with the childminder encouraging them to describe the different textures and colours.

The childminder takes children to appropriate community groups, so they learn to share and take turns with their friends, helping to develop their social skills. She supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. They particularly enjoy climbing and practising their skills with a ball. Consequently, children are interested, keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving onto school.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play, even though some have only recently started at the setting. There is good settling-in procedures and the childminder works closely with parents during this time to share significant information about the children. As a result, the childminder has a good understanding of individual children's needs and helps to promote children's sense of security as they make the move between their home and provision with minimal upset. Children display confidence in their surroundings, and are eager to learn and play in this welcoming home. The childminder sits with them as they play, showing a genuine interest in what they are doing. She is attentive towards their needs, and children are happy to approach her for cuddles and reassurance.

Children's behaviour is good as the childminder gently reinforces and explains expected behaviour. For example, children are encouraged to share and take turns with toys. As a result, children know the childminder's expectations and are well supported. The childminder consistently offers praise and encouragement, which helps to promote children's self-esteem and confidence and, consequently, children are happy. For example, children giggle as they receive a 'high five' for helping to tidy resources. Children are developing a sense of belonging in the local community as they visit local places, such as the library and garden centre. The childminder also takes children to different toddler groups, supporting them in gaining confidence in socialising with other children and giving them the skills necessary for their future learning. Children have opportunities to develop

a knowledge and understanding of the world through some everyday activities. For example, they talk about where the foods they eat come from. However, there are fewer resources that reflect the wider world, to support children's understanding of the diverse culture we live in. The childminder provides a welcoming and child-friendly environment. Children learn through active play and exploration both indoors and outdoors. Most toys and resources are stored within reach and children are encouraged to make choices over their play.

Regular routines, such as hand washing before meals and after using the toilet, provide children with good opportunities to develop self-care skills and to learn about healthy practices. Clear routines for nappy changing help to prevent the spread of infection, and toys and resources are kept in a clean condition. Children have daily opportunities to experience fresh air and exercise. They play in the garden with balls, and confidently explore larger equipment at the local park and soft play areas. Children learn to act in a safe manner. For example, the childminder involves them in regular fire evacuation practices and she talks to them about road safety on outings. Consequently, children are learning how to keep themselves safe when on outings or playing.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust arrangements are in place to protect children. The childminder is aware of the procedures to follow if there are concerns about the welfare of any child. She has attended safeguarding training held by the local authority and is in the process of completing further on-line training to update her knowledge. Comprehensive policies and procedures help ensure that parents understand the responsibilities of the childminder to protect children. All adults in the household have undergone relevant vetting and checking procedures to ensure children's safety. The environment is secure and the childminder carries out regular checks to eliminate hazards, both around the home and for any outings. The childminder has a valid first-aid certificate, and maintains all the required documentation for the safe and efficient running of her provision.

The childminder has a good understanding of her responsibilities to promote the learning and development of children. She organises her provision well to achieve this. She maintains written records of children's progress to enable her to easily identify any gaps in their achievement. This monitoring, along with her ongoing self-evaluation, helps the childminder to identify where her provision is strong as well as areas for further development. For example, she has plans in place to develop her garden, so as to make the most of spontaneous opportunities for children to enjoy fresh air and exercise. The childminder works closely with the local authority and attends training to maintain her professional development. For example, she has used their support to devise a clear action plan to bring about improvements since her last inspection. She has worked extremely hard to address the actions and recommendations raised at the inspection and following the monitoring visit undertaken in April 2014. For example, she has used the internet and childcare publications to develop her knowledge of how young children learn

best. This demonstrates the childminder has a good capacity to maintain continuous improvement.

The childminder recognises the importance of working in partnership with other professionals involved in children's lives. She has developed effective relationships with other early years provisions children also attend. For example, she shares important information with them, knows which topics they are covering during the term and supports children in finding their picture and name when she drops them off at nursery. This helps to promote consistency and continuation in children's learning. Partnership with parents is strong. The childminder has devised a simple questionnaire to collect parents' views, and information is shared between them on a daily basis through conversations, diaries and text messages.

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	EY431096
Local authority	Northumberland
Inspection number	965347
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/01/2014
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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