

Inspection date	04/08/2014
Previous inspection date	30/01/2009

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

- Teaching is good and has a very positive effect on children's learning because the childminder uses a range of methods to help children engage with interesting and challenging activities.
- Children form strong bonds and attachments with the childminder because she provides a warm and welcoming environment where children feel safe, secure and valued. As a result, children's well-being is promoted and they settle well.
- The childminder understands her responsibility to safeguard children and is knowledgeable about the possible signs and symptoms of abuse and neglect. She is clear about the procedures to follow in the event of a concern, in order to protect the welfare of all children.
- Partnerships with parents are well established and are actively encouraged by the childminder, so that parents make regular and positive contributions to their children's learning and assessment.

It is not yet outstanding because

- There are limited displays of numbers and letters outside to support greater independent learning for more able children, or to promote outside activities with numbers and letters to the fullest potential.

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 made observations of the children while they were engaged in activities in the conservatory.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector took account of parent's views, through written documentation they had provided for the inspection and the information from the settings self-evaluation.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 20 and 14 years in a house in Benton, Newcastle-Upon-Tyne. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends a toddler group 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 two children on roll who 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 the opportunities for more able children to develop their reading, writing and number skills to the fullest potential, by providing a highly-stimulating outdoor environment with a wide range of different types of text, and numbers.

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 learning and development requirements of the Early Years Foundation Stage. She plans activities taking into account the interests and ages of children who attend her setting. As a result, children are provided with a good variety of adult-led and child-initiated activities, which ensure that they remain interested and motivated to learn. Children are keen to participate in activities and confident in learning new skills, such as writing their name. As a consequence, children are well supported to become independent learners and make good progress in their learning and development. The childminder records well-focused observations of children as they play and tracks their progress precisely. This helps her to accurately identify any gaps in learning and to plan effective next steps so that they continue to make good progress. The childminder completes the progress check for children aged between two and three years, which indicates the next steps in learning and development and identifies, at an early stage, if there is any need for additional support. The summary is shared with parents, which keeps them well informed and involved in their child's learning. At the start of the placement the childminder collates valuable information from parents. This enables her to have a clear starting point for their learning, because she knows what individual children are interested in and what they already know and can do. This combined with regular, verbal feedback given to parents about their children's daily activities, routines and development, means that they are actively involved in their children's learning.

Teaching is consistently good. This is because the childminder is experienced and understands how young learn through play. She works hard to ensure that children enjoy their learning and make progress. She is particularly good at encouraging children to 'have a go', and praises their effort as well as their achievement. As a result, children have fun and gain many of the skills they need in readiness for school and future life. For example, one child is very keen to practise writing her name. She competently uses her name card to copy her name onto her own pictures. The childminder talks to the child about the letters that represent the sounds at the beginning of her name. This builds on the child's increasing ability to recognise letters and identify the sounds they make. As a result, the childminder successfully fosters children's literacy skills and confidence in order to become more independent learners. The childminder places strong emphasis on communication and language. She consistently talks to children about what they are doing and she uses appropriate questioning which encourages children to think and develop their vocabulary. Their willingness and ability to offer their ideas in discussions with the childminder greatly enrich their success in finding things out for themselves. For example, children demonstrate their creative and imaginative skills when talking about their pending holidays, and the activities they will enjoy. The childminder continues the conversation as she encourages children to recall their recent visit to the beach. For example, one child describes, in great detail, the sequence you have to follow in order to make sand castles.

Children show very good mathematical skills as the childminder extends and challenges them. She responds to children's interest in the number-board game, aware that the children can count and recognise numerals well. Together, they count the characters and when the children make a mistake, the childminder asks them to count again to be able to correct the error for themselves. The children beam with delight when they then succeed, praised by the childminder, who is keen to promote self-esteem and ensure that children are motivated to learn. Indoors, the childminder provides an environment that is rich in print and number signs. This further promotes children's awareness and interest in both words and numbers. However, the opportunities for similar learning outdoors are not as well developed and do not optimise children's learning experiences to the fullest potential. The childminder provides good opportunities for the children to socialise with others in toddler groups, where they meet with other children of a similar age. Further activities outside the home broaden their experiences in the world and provide opportunities for them to begin to build social interaction and join in a wider range of activities. For example, children learn about growth and looking after living things, as they grow their own fruit and vegetables in the allotment. The childminder takes children on a variety of outings to places of interest. For example, they go on trips to the museums, library, park and playgrounds. Here they play on larger apparatus to build on their physical development. These activities also provide children with fun opportunities to learn about the community in which they live and the world around them.

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

Strong attachments and close relationships between the childminder and the children are clearly evident. Consequently, children are happy and content in her care. The childminder

finds out about children's needs, such as dietary requirements and routines before they start. This, combined with the gradual settling-in visits, supports children in feeling safe and secure in the childminder's home. This successfully supports children to make a smooth move from their home into her care. Children thrive on the individual attention and affection they receive and interact confidently with the childminder as they play. As a result, they are confident to explore her setting and to seek support from her when they need this. Children play happily in the childminder's well-organised, comfortable, and homely environment. They enjoy playing with the wide range of resources available and are encouraged to lead their own play. This builds their confidence, promotes their independence and enhances their learning opportunities.

The interaction between the childminder and children is very supportive and enables children to contribute their ideas and suggestions. For example, children are given opportunities to make decisions for themselves about what food they want to eat or a choice in activities they enjoy. Children benefit from the calm approach used by the childminder; she allows children to try things for themselves and gently guides children in learning right from wrong by using positive strategies to manage behaviour. They receive lots of praise and encouragement for their achievements which promotes their self-esteem and gives them confidence to achieve. The childminder is a positive role model, treating children with kindness, politeness and respect. Consequently, children behave well and develop good social and emotional skills in preparation for their later move to nursery or to school. They also develop good independence with taking care of their personal needs. For example, as children grow they become increasingly aware of the importance of remembering to follow hygienic routines for hand washing after visiting the toilet.

The childminder promotes children's health and well-being effectively and helps them to learn how to adopt a healthy lifestyle. For example, she provides healthy and nutritious, freshly cooked meals and snacks, which help children learn how to make, and enjoy, healthy food choices. Outdoor play is a regular feature of the daily routine and children experience plenty of fresh air and physical exercise. They visit local parks and learn to take sensible risks as they play on large physical play equipment. The childminder makes sure children think carefully about the risks within any activity by guiding them sensitively so that children do not feel fearful. This approach helps children learn to keep themselves and others safe in different situations. Children go on a variety of outings, including those to parks and leisure centres and these experiences are thoughtfully used to help teach children to protect their own safety. For example, on the walk to school they learn to use pedestrian crossings and to walk sensibly when crossing the road. The childminder ensures that children understand what to do in the event of a fire by teaching fire safety in a child-friendly and developmentally-appropriate manner.

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

The childminder is very knowledgeable about the safeguarding and welfare requirements for the Early Years Foundation Stage, and understands her responsibility to keep children

safe. She is aware of the signs and symptoms of abuse and neglect and is confident in the action that would be taken to report and monitor any concerns about a child in her care. Thorough risk assessments are carried out for the home and when children are on outings, which help identify and minimise risks to ensure their safety at all times. A comprehensive range of written policies and procedures are in place to help the childminder care for children and keep parents fully informed about her childminding practice. All adults living in the home have been suitably checked and children are only released into the care of authorised individuals.

The childminder evaluates her practice regularly. She monitors the activities and educational programme she provides, working closely with parents to see how she can make activities better for the children she cares for. Parents' views are actively sought as part of this process, through the use of questionnaires and regular discussions. The action and recommendations from the last inspection have been successfully addressed. The childminder is positive about future development and keen to continually improve. She demonstrates a strong commitment to developing her own skills. For example, she has attended a number of short training courses, including first aid, common assessment training for childminders and safeguarding. This supports her in maintaining and developing her provision for children. Consequently, she remains up to date with changes in legislation and is aware of her own strengths and weaknesses.

The childminder has developed a strong working relationship with the parents of minded children. She shares a wealth of information at the beginning of any minding arrangement, which provides parents with comprehensive details about herself and the service she provides. This helps parents to feel welcome in her home and confident in her abilities. The childminder engages with parents daily on arrival and collection to ensure relevant information is exchanged. This positive approach to sharing information ensures that she effectively supports children's differing needs and provides continuity of care. Written feedback from parents shows complete satisfaction in the quality of the provision. For instance, they comment, 'Your support has made such a difference in both mine and my child's life', 'My child has learnt so much from you', 'I'm so happy knowing that my child has such a good start on her run up to starting reception'. The childminder frequently talks to the school and pre-school staff when she collects those children who attend. From this she gains useful information about the activities undertaken to ensure that what she offers the children complements the learning taking place. The childminder understands that there may be occasions when she needs to work in partnership with specialised professionals to support children with special educational needs.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY376012
Local authority	North Tyneside
Inspection number	873802
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	30/01/2009
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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