

Inspection date

06/08/2014

Previous inspection date

05/02/2009

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

- The childminder understands how children learn and make progress. She successfully plans activities based on children's individual interests and abilities, in order to effectively promote their development.
- The childminder spends good quality time supporting children in their activities, offering frequent praise and encouragement. As a result, warm relationships and close attachments with children have been established.
- The childminder has a good knowledge and understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- The childminder builds good working relationships with parents and regularly exchanges information with them. This means that children's individual needs are fully understood, which benefits their ongoing care, learning and development.

It is not yet outstanding because

- Children are not always given enough time to think about how to respond to questions that the childminder poses, which does not fully support their communication and language development to the very best.
- The childminder does not always ensure that interactive toys are kept in good working order to enable children to explore and satisfy their own ideas and curiosity.

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 kitchen and conservatory and discussed these with the childminder.
- 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 children throughout the inspection.
- The inspector took account of the information from the setting's self-evaluation, including how the views of parents are sought.
- 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 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child aged 13 years in South Shields. The whole ground floor of the house and the rear garden are used for childminding. The family has three tortoises as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She provides funded early education for two-year-olds.

What the setting needs to do to improve further

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

- enhance children's communication and language skills even further by giving them sufficient time to respond to questions that require them to think and work things out for themselves
- support children even further to follow their own line of enquiry by making sure that all battery operated toys are in good working order.

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 the learning and development requirements of the Early Years Foundation Stage. She uses this to carry out regular observation and assessment of children, which are then carefully used to plan their next steps in learning. The childminder has built up a collection of photographs, observations and examples of children's work to share with parents and illustrate progress. Parents are actively involved in their children's learning. They are encouraged to share what they know about their children's starting points and ongoing development. The childminder gives them daily feedback about their children's activities and achievements, and they have regular opportunities to look at and discuss their children's learning journeys. As a result, all parties work cohesively to support children's learning and development over time. The childminder is aware of the requirement to complete the progress check for children aged between two and three years and has prepared for this effectively with parents.

Children are motivated and are making good progress in all areas of learning. This is because the childminder offers them a range of experiences that suit their individual needs

and excite and interest them. For example, children learn about shape, space and weight as they bake cakes. They measure ingredients, weigh how much flour they need and discover how many times they have to bang the egg before it cracks. Children's basic mathematic and communication skills are developed further as the childminder brings this into everyday activities. For instance, during their walks to school, the childminder encourages them to count as they take steps, and discusses the way their shadows move and change as they walk. The childminder adeptly fosters children's emerging speech and language. She chats easily to them, encouraging and consolidating their growing vocabulary. However, in her eagerness to support them, she occasionally asks them too many questions and does not always give children time to think and respond in order for them to express their ideas. Children's literacy skills are promoted well. For example, the childminder provides an environment that reflects the importance of language through colourful posters, notices and books. Children spontaneously use a range of pencils and pens to practise their mark-making skills. In addition, the childminder has also started to use children's photographs and name cards for self-registration, which help to further develop their interest in this area. Consequently, children develop key skills needed for the next stage in their learning, such as school.

The childminder instinctively follows children's lead. This means their interest in learning is effectively sustained. For example, the childminder had planned a play dough activity. However, she quickly alters her plan when children's interest in painting is evident. Undaunted by this, the childminder provides the children with a range of brushes and a choice of different coloured paint. She gives the children the freedom to explore and experiment with the paint. For example, their painting starts at the easel but then moves on to painting their hands and feet. This type of play is facilitated well by the childminder, who sensitively supports the children to develop their own ideas and gain the skills that enable them creatively to have expression. It also increases the opportunity for social play and the associated skills of turn taking, sharing and communication. The childminder supports children's understanding of nature and the world around them. For example, they learn about animals and other creatures, people, family and changes in the season. They plant lettuce seeds and harvest the crop which they use to eat and share with the family's three tortoises. Young children show real interest in interactive toys. However, they are not always able to explore their ideas and satisfy their curiosity as some of the batteries need replacing. The childminder supports children's physical skills. For example, she takes children on outings to places of interest. This includes the local parks where they begin to take risks as they practise their skills in climbing and balancing, and run around with their peers. In addition, children enjoy visiting the local soft-play centre where they are very energetic and jump about with great enthusiasm.

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

The childminder takes time to establish relationships at the start of children's placements and to obtain useful information from parents about children's care needs and home routines. As a result, she has formed strong, caring bonds with the children, who are very happy, settled and relaxed in their environment. Home visits and the gradual introduction to her setting mean that children cope well with the move from a familiar home environment to the childminder's setting. The childminder makes good use of space to

create a welcoming, child-friendly environment, both indoor and out. She provides children with an abundance of good quality, age-appropriate resources which they can freely and safely access.

The childminder gives high priority to children's personal, social and emotional development. For example, children socialise with their peers as the childminder takes them to groups in the local area. She encourages a 'can-do' attitude, promoting children's self-esteem as she offers continual praise and encouragement for every achievement, no matter how small, and is always close at hand to offer support. This helps children to develop their emotional security, as well as the necessary skills for future learning, such as sharing and taking turns. The childminder manages children's behaviour well using methods which reflect their level of maturity and understanding. She is very calm and caring and has a reassuring approach with them, and children readily approach her for cuddles or invite her to join in their play.

Children's health and well-being are effectively promoted because the childminder works closely with parents to ensure she has all the relevant information to support children. They enjoy healthy and nutritious meals and snacks as the childminder discusses this with the parents and carers to ensure children are provided with a balanced diet. Children access fresh air daily as they play in the garden or visit the local parks where they use a range of equipment, such as slides and swings, to enhance their physical skills. Children are cared for in a very safe environment. The childminder uses everyday routines and activities to teach children how to keep themselves safe. For example, she provides children with gentle reminders about how to use equipment and resources in a safe way. Outings provide good opportunities to practise how to safely cross the roads when out walking, and reinforce car safety when being driven. This, combined with regular emergency evacuation procedures, that are practised with the children, helps to ensure that children learn to recognise dangers and how to keep themselves safe.

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

The childminder demonstrates a good understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. Her knowledge of the correct procedures to follow should she have a concern about a child ensures they remain safe and protected from harm. Information is shared with parents so that they are aware of the childminder's role in protecting children. Risk assessments, made in all areas children use, and effective safety measures ensure that they are not exposed to potential hazards and can play in safety. Risk assessments are completed for her home, garden and all outings undertaken with the children, to ensure that they are safe in all circumstances. The childminder manages the educational programmes well so that all children develop the skills they need to take part and explore, becoming active learners. She makes best use of her knowledge about how children learn and develop, providing activities which add excitement and interest to children's learning experiences. She closely monitors each child's progress to ensure that they receive suitably challenging activities and appropriate support.

Partnerships with parents and carers are successful and valued by the childminder. The effective induction procedure gives them ample opportunities to share the childminder's policies and procedures, so they are fully informed of the service that she provides. The childminder ensures she spends time at the beginning and end of the day to exchange relevant information with parents. This good two-way flow of information and the sharing of children's learning journals mean parents are well informed about their child's care, well-being and achievements. The childminder has made good links with other providers of the Early Years Foundation Stage. This helps to support individual children by ensuring information is regularly shared and used to promote their enjoyment and well-being.

The childminder regularly evaluates her own practice and is aware of her strengths and weaknesses. She has completed the Ofsted self-evaluation form and identified her priorities for improvement. The childminder regularly consults parents to obtain their views and also asks children for their opinions about her service. This means that their views and wishes can be expressed and taken into account when prioritising plans for the future. The actions and recommendations from the last inspection have been addressed well. For example, the childminder now has successful arrangements in place that enable her to gather valuable information from parents about children's starting points. The childminder attends local authority training courses to keep herself well informed about new legislation and practice issues to improve her practice and outcomes for children. Consequently, the childminder is showing a good capacity to maintain continuous improvement, which promotes positive outcomes for all children.

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. 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	312461
Local authority	South Tyneside
Inspection number	871934
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	05/02/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

