

<b>Inspection date</b>	01/09/2014
Previous inspection date	18/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 has a secure knowledge of the Early Years Foundation Stage. Accurate observations are used well to plan a range of interesting and stimulating activities, which supports children's learning and development in all areas. As a result, they make good progress.
- Relationships between the childminder and the children are warm, trusting and very secure. The childminder recognises the uniqueness of each child in her care and supports their emotional well-being effectively.
- The childminder is vigilant about safeguarding children and their safety. She has robust procedures in place to keep children safe and provides a secure environment for them.
- The childminder establishes positive partnerships with parents. Frequent communication promotes continuity of care for children and the sharing of information about their learning progress.

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

- The childminder does not always maximise every opportunity to use mathematical language and model counting as she joins in with older children's play and everyday activities.
- Opportunities for babies and young children to explore and investigate using all of their senses are not fully maximised. This is because they do not always have easy access to a wide variety of everyday objects and natural materials.

## 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 lounge, kitchen and garden, 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 the children throughout the inspection.
- The inspector took account of parents' views, through written documentation they had provided for the inspection and the information from the childminder's self-evaluation.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living in the home.

## Inspector

Janet Fairhurst

## Full report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, in Blaydon, Tyne and Wear. The home is accessed by a number of steep steps. The whole of the ground floor, and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group and collects children from the local schools and pre-schools. There are currently eight children on roll, of these five are in the early years age group. The childminder holds an appropriate early years qualification at level 3. She operates all year round from 8am 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 opportunities for children to develop their mathematical skills to the fullest potential, by encouraging and modelling counting in their self-chosen play and everyday activities
- enrich babies' and young children's opportunities for investigations of their senses, for example, by creating treasure baskets using natural objects, so that they can investigate and explore a wider range of sensory items and tactile materials.

## Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and develop. She plans an exciting range of adult-led and child-initiated activities, to ensure children learn through play. Observation and assessment are used effectively to plan for children's next steps in learning. The childminder makes good use of relevant guidance documents to determine the level of children's achievements. Each child has a well-presented learning journal containing many positive observations, as well as photographs, to illustrate children's development. The childminder encourages parents to become involved in their child's learning. For example, she actively encourages parents to share observations from home. This provides an opportunity for the childminder and the parents to develop a shared understanding of children's learning and how it can be supported both at the setting and at home. In addition, the childminder also arranges a time for them to get together to discuss their child's progress record, assessment, and plans for their future development. The childminder competently completes the progress check for children aged between two and three years, and this is shared effectively with parents.

Children's communication and language skills are supported well. The childminder interacts with all children in a positive manner, and at their level. This helps to communicate to children that she is interested in what they are doing and saying. For example, she sits on the floor with an older child, listening intently as the child describes the activities they did on holiday. The childminder keeps the conversation going by nodding, smiling, and encouraging the child expand the information through her enquiring and expressive responses. Babies' early communication is equally well promoted. For example, she chats with them constantly about what she is doing, or what is happening while she is playing with them. Thus, they enjoy babbling and increasingly experiment with using sounds and words to communicate. The childminder's immediate and attuned responses tell children that their communications are important and effective, and encourage them to continue to develop these skills. Babies are beginning to show curiosity about toys as they start to explore the toy boxes and the environment. For example, the childminder provides a box of musical instruments and encourages a baby to handle and explore how they feel and sound. She models how to use the instruments, such as shaking the bells and tapping the drum. The baby instantly copies her actions and beams with delight at the achievement. However, opportunities for children to use all their senses and examine a wider range of natural materials are not fully exploited to enrich their play and learning.

Children are encouraged to share toys and play together to promote their social skills in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills. The childminder follows children's lead, for example, she responds to their interest in the interactive toy and sensitively joins in with their play. She models how to press the lever to make the music start. This stimulates the children to have a go themselves and to copy her actions. She praises their efforts and this encourages them to persevere until they have achieved their aim. The childminder helps children to learn, by talking to them and posing questions to make them think, such as identifying the shapes and colours of items during a construction game. However, she does not always expand other aspects of learning during their spontaneous play, such as counting the number of bricks they use as they build their model houses. Children have good opportunities to explore their creativity. They do this through using paints and resources to make collages and pictures, which are then displayed or taken home to their family. Children have plenty of opportunities to access fresh air and exercise. They enjoy trips to local places of interest, such as the museum and park. This promotes their physical development as well as increasing their understanding of the natural world. In addition, children also learn how to care for living things, as they plant sunflower seeds, and water the new summer flowers. Babies are gaining competence in their physical capabilities, as they are given the space and encouragement to build up their confidence. For example, the childminder holds the baby to support standing for a short time, in preparation for taking first steps.

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

Children clearly enjoy their time with the childminder. Prior to children starting, gradual visits to the childminder's home are arranged and tailored to suit each child. This enables the childminder to talk at length with parents and to gather valuable information regarding

home routines and the unique character of the child. The childminder then plans appropriately to meet children's individual needs and interests, while respecting routines from home, to ensure continuity and to help children settle. Warm and secure relationships are successfully established. This is clearly demonstrated as young children seek reassurance from the childminder in the presence of the visitor, and also when feeling tired. Resources are attractively displayed and take into consideration the children's age and stage of development. The childminder has created a picture board which shows the range of resources available. This effectively encourages young children to explore and investigate, and make independent choices in their play. Furthermore, it is highly effective in supporting children who are not yet confident to express verbally what they want to play with, therefore building their confidence and self-esteem.

Space within the childminder's home is used effectively to support children's learning and development. For example, children move freely between the indoor environment to outdoors. The childminder discusses forthcoming events, such as a child starting nursery. She provides many opportunities for children to gain self-help skills that will prepare them for this move. For example, she encourages them take responsibility of their own care needs by using the bathroom and washing their hands independently. Children behave well because the childminder is a good role model, treating them with kindness and respect. Gentle reminders during play help children understand about being kind to each other and taking turns. The childminder takes on the role of a mediator to help support older children to resolve their own disputes. This approach helps children to develop valuable social skills needed for future learning.

Children's health and well-being are made a priority. The childminder emphasises the benefits of fresh air and indoor physical activities. For example, there is ample space for babies to practise their developing mobility by crawling or pulling themselves to standing positions. The childminder creates a sociable and relaxed atmosphere at mealtimes, and children enjoy fruit and freshly cooked meals together. She frequently attends the local toddler group and activity sessions at the library to help increase children's confidence in social situations. The childminder is vigilant about children's safety and she supervises them well at all times. Appropriate safety equipment is in place, such as booster seats so young children can be seated safely when eating at the table. This means children can play in safe environment. The childminder describes how she promotes children's knowledge about their personal safety. For example, she encourages children to tidy away toys so they do not trip and fall, and through road safety activities and regular evacuation drills. This positively contributes to children developing an awareness of danger and how to keep themselves safe.

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

Children are effectively safeguarded because the childminder demonstrates a secure understanding of her role and responsibility to keep them safe. She is fully aware of the procedure to follow should she have a concern about a child in her care. All adults in the household have undergone relevant vetting and checking procedures to assess their suitability and ensure children's safety. Comprehensive policies and procedures help

ensure that parents understand the responsibilities of the childminder to protect children. All areas of the home and garden are risk assessed and action is taken to minimise the potential for harm. In addition to this, the childminder routinely considers any hazards when taking children on outings or trips. This ensures that the children are protected from harm and their safety is assured. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She manages the monitoring of the programme for children's learning and development well and through this is able to identify any gaps in their achievements. This means children are acquiring the skills which help them make good progress and move on to the next stage of their learning.

The childminder establishes positive relationships with parents. She spends time at the beginning and end of the day to exchange relevant information with parents. This friendly approach promotes an open and easy method of communicating between carers. This is further enhanced as the childminder uses notice boards, to display photographs of different activities and outings children have enjoyed while in her care. The childminder shares children's record of achievement with parents and asks them to contribute their views. Parents are complementary about the quality of care their children receive and the activities and opportunities provided. They are confident that their children are happy, settled and making good progress. The childminder liaises effectively with other childcare facilities which the children attend and has been informed of future topics and themes in which the children will be involved. This helps her to provide consistency in their learning. The childminder is not currently caring for any children who have special educational needs and/or disabilities. Nonetheless, she is well aware of the need to work effectively in partnership with parents and any other professionals involved in children's care and education. This helps her to identify what is necessary for every child at any particular time and ensures that all children receive consistency of care.

The childminder has carried out self-evaluation of her provision and identified areas for continued improvement. She has sought the views of parents and children to strengthen this process further. The childminder demonstrates a strong commitment to developing her skills and has attended a number of short training courses and has completed a level 3 qualification in childcare. This supports her in maintaining and developing her knowledge and childcare skills. The childminder describes how recent training has led to a review of how she helps and supports children to settle their own disputes and conflicts. She explains that there has been a positive impact, as children are beginning to understand that it is important they agree on the solution, and see themselves as competent problem-solvers. The childminder values the advice and guidance from her local development worker, and welcomes the opportunities to share good practice with other childminders. This enables her to share ideas and best practice, which support her to further develop the quality of care and learning she provides.

### 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

<b>Unique reference number</b>	311662
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	868038
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/11/2008
<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

