

Inspection date

03/09/2014

Previous inspection date

03/03/2014

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 safe and well cared for as the childminder follows clear safeguarding procedures and provides a secure home and close supervision.
- The childminder works very well with parents and nursery staff when children attend other early years settings. This ensures that highly effective partnerships are in place to support consistency in children's learning overall.
- Good planning of activities, specifically to follow children's interests, ensures that they are challenged and interested in their play. This, alongside effective teaching techniques, means that children make very good progress across all the areas of learning.
- Children are cared for by a dedicated, experienced and caring childminder who builds strong relationships with them. Therefore, they are happy and settled, which ensures that their emotional needs are well met.

It is not yet outstanding because

- The childminder does not make full use of the garden area by ensuring that equipment and natural materials are readily available or set up, to further encourage children's creativity, spontaneity and sensory experiences in the outdoors.
- The childminder does not always use opportunities during routines, such as snack time, to further promote children's social skills and independence.

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 observed routines and activities in the living room and kitchen.
The inspector looked at the childminder's training certificates, children's assessment records, learning journals and planning documentation and the childminder's plans for improvement.
- The inspector checked evidence of suitability of the childminder and household members.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Shirley Peart

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and grandchild aged four years in the Wideopen area of North Tyneside. The whole of the ground floor of the house, the bathroom on the first floor and the rear garden are used for childminding. 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 school and nursery. There are currently five 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 8am to 5.30pm Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. 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:

- enhance the use of the outdoors, for example, by making equipment and natural materials, such as sand and water, readily available and organised to ensure that children's creativity, spontaneity, mark making and sensory development are maximised in the outside area to further promote their learning
- promote children's social skills and independence further during routines, such as at snack time, for example, by giving children regular opportunities to prepare their snacks and sit up at the table.

Inspection judgements

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

The childminder uses the Early Years Foundation Stage learning and development requirements very well in practice. She knows that children learn through rich, play experiences. Therefore, she plans a range of stimulating activities and interesting outings, which cover the educational programmes successfully. She uses the written plans from the nursery that children attend and adapts these, by devising weekly focussed activities. She also considers the children's individual interests. For example, when they notice a butterfly in the garden the childminder talks to them about life cycles and extends this learning by planning a range of interesting activities that build on this. They look at a popular story book about a caterpillar and how this turns into a butterfly. They play a caterpillar game, dress up in a caterpillar outfit and make a caterpillar out of a pipe cleaner. Active learning experiences such as this, ensure that children's interests are recognised and acted upon. This supports their development across the seven areas of learning very well. The

childminder evaluates activities to establish what the children enjoyed and what she needs to do next to help move them on in their learning, so that they make good progress. Children take part in themed days, such as 'pirates and princesses' and they bake and celebrate events, such as Halloween. They go on treasure hunts and visit different places, such as an ice cream manufacturer. This enhances children's enjoyment and learning successfully. The childminder continually looks at how she can improve her environment. For example, she is in the process of developing a comfortable reading and quiet area for the children to help promote their literacy and listening skills in readiness for school.

The childminder uses effective teaching strategies to help children learn. For example, she asks children what their favourite songs are and talks about the sounds that different musical instruments make. Therefore, children are keen to have a go, eagerly play different instruments and sing songs confidently from beginning to end. The childminder joins in enthusiastically so that children manage to play different instruments in time. Children eagerly look through their learning journals and they talk about what they see. They remember doing their picture of an octopus and can recall different words, such as tentacles and suction, using words that they have heard before while carrying out activities. Children colour in pre-designed pictures linked to the caterpillar theme. The childminder provides images for them to copy to help them make representations and recognise different objects and colours. They use pencils and pens with good control and sustain their play as they are very interested in what they do. This has a positive impact on children's overall learning.

The childminder has a very good understanding of how to track children's progress to ensure that they are developing as they should in line with their age and stage of development. She uses effective observations and notes what children know, understand and can do. She plans the next steps in their learning successfully as she knows what to focus on with individual children, for example, letter sounds and phonics, to help them prepare for the next stage in their learning. The childminder uses good tracker systems, which help her to identify any possible gaps in children's progress. This helps her to target support and plan specific activities where needed. The childminder maintains lovely learning journals, diaries, photographs and observation records on the children. She shares these with parents and regularly discusses their children's progress. She has also completed the progress checks for children between the ages of two and three years. She encourages the parents to be involved in their children's learning. For example, she offers information and support for ideas which the parents can try at home. This ensures that effective engagement with parents helps children to make good progress.

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

The childminder provides a safe, secure, warm and welcoming home for children and safety practices are good. She uses relevant child safety equipment, such as age-appropriate car seats and safety gates and she provides sun hats and wrist bands with her contact details when they are out and about. Children are also aware of the importance of keeping safe. For example, they state that before they cross the road they have to, 'hold hands and look right and left.' The childminder also wears identifiable clothing with her

logo that enables children to recognise her easily. This helps to keep children safe. The childminder has a good range of toys and most equipment is easily accessible and reasonably well organised. She is aware that some boxes of toys need re-organising to promote children's choices further and she has plans to address this. The outdoor area is spacious and there is a good range of toys for children to use that promote their physical skills, such as scooters, bikes, cars, balls and a trampoline. The childminder also carries out good planned activities in the outdoors, such as playing in the large paddling pool and planting sun flowers. However, there is no equipment or materials freely available or set up to encourage children's creativity and spontaneity in the outdoors, such as water, sand or materials to make marks. Consequently, the childminder does not optimise the use of the outdoors to further promote children's play and learning.

Children are regularly out and about with the childminder. They go on planned trips to garden centres, soft play facilities, parks and beaches and often go for walks in the local environment. They sometimes call in at the fruit shop to buy fruit and the children remember and state that they make 'smoothies' or 'fruit salad' with it. This ensures that children get plenty of fresh air and exercise and know what foods are good for them. This successfully promotes a healthy lifestyle and demonstrates that they have some opportunities to help prepare simple food. However, this is not extended during routines to further promote their social skills and independence. For example, at snack time children sit on the floor with trays rather than up at the table and are not given consistent opportunities to prepare their snacks, such as by chopping up soft fruit. Children's behaviour is good. They are happy and engrossed in their activities and enjoy what they do. The childminder offers lots of meaningful praise, which makes children feel special and raises their self-esteem. The childminder recognises when children need a change of activity to stop them from becoming restless, so she quickly moves them on and makes suggestions about what they might like to do. Children's emotional well-being is also fully supported. They have lovely relationships with her, which are natural and spontaneous. Children receive warm cuddles and reassurance and the childminder provides lots of eye contact and interaction, which demonstrates that she has a genuine interest in them.

The childminder manages children's move from home to her setting and from her setting to nursery or school very well. Most children have attended since they were babies, so they have well-established bonds with the childminder and they are very settled and comfortable in her care. For new children who start, the childminder provides short settling in periods and understands the importance of maintaining effective ongoing communication with parents. Consequently, she receives regular updates about children's health, routines, sleep patterns, interests or any concerns. This means that she works together well with parents to ensure that children's individual needs are met and smooth transitions support their care and welfare successfully.

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

The childminder clearly understands her role and responsibility in meeting the welfare requirements of the Early Years Foundation Stage. At the last inspection by Ofsted, the childminder received some actions to improve and a further monitoring visit took place.

The childminder has addressed the issues raised. She supervises children closely and she is always in sole charge of them. The childminder understands how to report any concerns she may have about the children's welfare or care and she has all the necessary contact details should she need to make a referral. This has a positive impact on children's safety and welfare needs and ensures that they are effectively safeguarded. The childminder has also attended a refresher course on child protection, which she has found very beneficial. She is a long standing, dedicated childminder who loves working with children and has a professional approach to her career.

The childminder attends relevant training when she can and keeps herself updated by reading and reviewing new regulations and guidance. She completes her 'focussed improvement plan' regularly to help her evaluate what she needs to do to develop her service further. She has clear priorities for improvement, which include updating her files, policies and procedures. The childminder regularly assesses and reviews children's learning needs and adds this information to her plans. This means that she continually and effectively monitors children's learning and development.

Many of the parents have used the childminder's service for a number of years and younger siblings often take up places. Parents are pleased with the provision and written feedback is very positive. For example, they feel that communication with the childminder is good and that their children are involved in a good balance of activities. Parents also describe the childminding provision as being, 'exceptional as always.' The childminder has excellent relationships with the school and nursery staff. She regularly exchanges verbal information and gains their planning and topic information so that she can follow on activities at home with the children. This provides very good consistency and continuity for children's learning.

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	310119
Local authority	North Tyneside
Inspection number	971836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	03/03/2014
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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