

Inspection date

Previous inspection date

03/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's safeguarding procedures are robust and rigorous and good steps are taken to reduce potential hazards. This means that children are well protected and kept safe.
- The quality of teaching is good. Children's learning and development is effectively promoted, as the childminder plans activities based on their interests and development supporting them effectively so that they make good progress.
- Children build secure attachments with the childminder. As a result, they smile and show obvious delight and pleasure when they spend time with her.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well-targeted to support children's achievements over time.

It is not yet outstanding because

- Opportunities to support children in making independent choices, from the books available, are not fully developed.
- The childminder does not fully optimise the two-way sharing of information with parents so that this can be fully taken into account when planning activities.

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 children's activities and the areas of the home that they have access to.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed and discussed regulatory documentation regarding children's details and a sample of policies, risk assessments and safety procedures with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.

Inspector

Anthea Errington

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Seaton Sluice, Northumberland. The whole of the ground floor of the house is used for childminding, excluding the kitchen. A bathroom is available for children's use on the first floor. The family has one pet dog. She collects children from the local schools. There are currently nine children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, except bank holidays and family holidays, from 7.30am to 6.30pm, Monday to Wednesday and Friday, and 7.30am to 3.15pm on a Thursday. The childminder 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:

- extend the opportunities for children to make further independent choices from the books, for example, by helping them know or see what books are available
- enhance the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning to maximise children's progress in their learning.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has a clear understanding of how young children learn. As a result, she consistently provides interesting opportunities for children to be active and motivated learners. Information obtained from parents, before children begin attending the setting, gives a good starting point for assessing what children know and can do. The childminder makes regular observations as children learn and she uses these to complete individual plans, tailored for each child's next steps of learning. For example, to support young children's physical development, she ensures they are given the opportunity to practice rolling from their backs to their fronts and engages them in appropriate activities to support them in developing a sitting position. Observations demonstrate that children are working well within the typical range of development expected for their age. The progress check for children aged between two and three years effectively monitors the development of younger children. These checks are shared with parents, to enable early intervention to be sought if necessary.

The childminder is extremely attentive to the needs of children. She interacts warmly with them by sitting on the floor and playing alongside them. To support children's early language development, the childminder uses good teaching skills. She describes their play to them, extends their vocabulary and uses careful questions that are appropriate to the children's level of understanding. For example, as children reach out their hands and feet, the childminder uses phrases, such as, 'yes, your hands, and your feet'. Children clearly display an interest in books and thoroughly enjoy looking at them together with the childminder. They gaze with wonder at the pictures displayed and reach out to turn over the pages with support. The childminder uses numbers in meaningful ways with children, to begin to develop their understanding. For example, she sings number rhymes to them and provides them with small word props that provide them with meaning to the songs shared. They explore the smooth texture of the material used on a toy star as they enjoy listening to the familiar words of a popular nursery rhyme. Children explore shapes and textures as they reach out to grasp toys exploring them in their hands and mouths. Young children are curious about their environment. They gaze up to the lights and confidently reach out to grasp the spinning musical cog wheels. This provides them with an early understanding of how to make things work, in addition to supporting them to develop their physical skills using hand to eye coordination. At all times the childminder encourages, supports and praises the children so that they feel valued and good about themselves. This all helps to effectively develop the key skills they need for their future learning when they move on to school.

Overall, partnerships with parents are strong. The children's learning journals are well documented and include photographs of them having fun. These are shared with parents, so they are kept informed of their children's progress. Parents' comment that their children love coming and that they are confident they are cared for by an attentive and professional childminder. They appreciate her honesty with them and that she goes the extra mile to ensure their children's needs are fully met. Information is shared with parents verbally and through the use of daily diaries and e-mails. However, the strategies to strengthen parents' involvement in their children's learning are not fully optimised. For example, by obtaining more detailed information from parents about what children have been learning and achieving at home, to enable the childminder to use this to inform future planning.

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

The childminder clearly has a very good relationship with the children. She is warm and caring towards them and, therefore, children demonstrate a strong sense of belonging and close attachment to the childminder. The childminder works closely with parents to settle children in, gradually building up the time they spend with her. She gathers relevant information from parents about their child's care needs and interests. This all helps to support children separate confidently from their parents, to ensure a happy, smooth move between home and her care. The childminder recognises when children are tired and hungry, and responds quickly to their needs and provides a comfortable area where they can sleep. They are happy to cuddle into her when they require physical support, which

provides them with the emotional comfort they need. The childminder routinely gives children lots of praise to help build their self-esteem. Children visit regular play sessions and the childminder takes children to and from school. This regular interaction with larger groups prepares children for their move to school.

The childminder promotes children's good health, through routines and regular fresh air and exercise, and children make frequent trips out in the surrounding area. Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. For example, children have access to individual towels and nappies are disposed of quickly and hygienically. Children thoroughly enjoy their lunch and bottle of milk, which is supplied by their parents. The childminder stores and prepares children's food appropriately. Children have access to a clean and suitably organised environment. The living room is set up, so children can mostly independently access a wide range of toys and activities. However, the arrangement of books is not fully developed to support children further in self-selecting for themselves. Displays of colourful posters and examples of the children's work, helps to provide a welcoming environment, promotes self-esteem and helps to develop a sense of belonging for the children.

The childminder supports young children to begin to develop an awareness of how to keep themselves safe and children learn to act in a safe manner. For example, older children are aware that some activities should be kept out of reach of younger children, to ensure their safety. This is achieved by setting boundaries and having clear expectations of children's behaviour. The childminder involves all children in regular fire evacuation practises and she talks to them about road safety on outings. This all contributes to children's safety and well-being. In addition, ongoing risk assessments ensure accidents are minimised to further ensure children's safety.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She understands her responsibilities, in relation to safeguarding, and has attended recent training to secure her knowledge further. The childminder has clear policies in place and demonstrates a clear understanding of the procedures she would follow should she have concerns with regard to a child in her care and has appropriate contact numbers for support and advice. Risk assessments are thorough and identify potential dangers to children and an effective signing in policy is in place for visitors. Children are always within the childminder's sight and hearing at all times. These measures safeguard children well.

Self-evaluation is developing well. The childminder demonstrates an enthusiasm for her work with a commitment to improving achievements for children. She recognises the importance of self-evaluation and has recently completed a self-evaluation pro-forma, which supports her in identifying any areas of strengths and weaknesses. This, together

with the personal development undertaken, shows that the childminder is fully committed to providing children with high-quality care and education. The childminder demonstrates a secure understanding of the areas of learning and ensures the educational programmes she provides reflect children's needs and interests. She provides a broad range of activities and, as a result, children make very good progress in their learning and development.

Partnerships with parents are good. The childminder encourages discussion with parents and completes written daily diaries to ensure they are kept fully informed. Parents share what they know about their children before they attend, completing all required consent forms and documentation. The childminder understands the importance of working with other settings and professionals involved in young children's care to support their continuity of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY474745
Local authority	Northumberland
Inspection number	960417
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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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