

Inspection date	22/09/2014
Previous inspection date	21/11/2008

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

- Children make good progress in their learning as the childminder has a very good awareness of their individual needs and fully understands how young children learn.
- The childminder provides a warm, welcoming and stimulating environment which enables children to show high levels of curiosity and make independent choices.
- Children's are kept safe from harm. This is because the childminder has a good understanding of her role in safeguarding children and knows who to contact if she ever has concerns about a child.
- The childminder maintains ongoing dialogue with parents and encourages them to share children's learning at home. She uses this shared knowledge and understanding to plan together and think through ideas of how to move children forward in their learning.

It is not yet outstanding because

- There are times when the childminder does not maximise opportunities for children to fully extend their already good language skills. This is because she does not always allow enough time for them to gather their thoughts and respond to questions.
- The childminder does not always implement new skills and knowledge gained through training in a timely way. Therefore, it is not always clear how new teaching strategies impact on practice and support children's achievements over time.

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 viewed all parts of the childminder's home used for childminding.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed regulatory documentation regarding children's details, learning journals, a sample of policies, the childminder's self-evaluation form and verified training certificates and that suitability checks have been completed.
- The inspector took account of written comments provided by parents for the purpose of the inspection.

Inspector

Nicola Jones

Full report

Information about the setting

The childminder was registered in 2001 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 a house in Ryton, Tyne and Wear. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs 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. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- strengthen teaching by ensuring children are provided with enough time to respond to questions, in order for them to fully extend their expressive language skills
- enhance the effectiveness of the professional development programme even further by ensuring all training and new initiatives are implemented in a timely way, in order to maximise the impact on children's learning.

Inspection judgements

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

The childminder resources the living room area of her home well for children to freely explore and enjoy a wide range of age-appropriate toys and equipment. These are freely accessible in shelving units and other containers, covering all areas of learning. Children are clearly happy and enjoy the time they spend in the childminder's home. They are supported well in their learning and development and, as a result, make consistently good progress. The childminder makes good use of regular observations to inform her of children's achievements and stage of development. She completes detailed learning journals for each child to maintain an overview of information gathered, and tracks this over time to demonstrate the progress children are making. The childminder supports children well as they play. She sits alongside them when they play on the floor or access activities at the small table in the kitchen, providing support when needed. She is aware of the need to allow children time and space to play without interrupting them. This supports them to engage with activities and maintain focus for increasing periods of time.

The quality of teaching is consistently good. The childminder has a good understanding of

how young children learn through play and provides activities and experiences that support their learning. For example, during a dough activity, children enjoy making marks using a variety of resources, such as cutting tools with different shaped wheels. The childminder encourages children to look at the patterns they are making, introducing words, such as 'zig-zag'. This helps children to recognise and describe their patterns, supports their mathematical development well and provides them with essential skills, in readiness for school. Very young children are supported equally well to engage in the activity. They make early sounds and babble as they play and explore, pulling small pieces of dough off by using their fingers, which develops their small physical skills. The childminder has a good understanding of how to develop the communication skills of children who are two-years-old. She talks to them as they play, modelling sentences well by repeating what children say and showing them how to pronounce words. However, occasionally, the childminder does not always allow enough time for children to respond to questions before she repeats or rephrases them. This does not enable children to further extend their already good communication skills to the maximum potential. The childminder has recently enhanced the activities she offers in her outdoor environment. A 'messy table' has been constructed and offers children the experience of playing with resources, such as sand, water and soil on a larger scale. This is organised to support children's all-round development and benefits children whose preferred learning style is outdoors.

The childminder is committed to working in partnership with parents to support and extend children's learning and development. She actively seeks parents' knowledge and expertise and acts upon information shared. This is highly valued by parents. Written comments provided for the purpose of inspection state, 'The childminder is interested to know what we have been doing through the week outside of her house, so that activities can be developed.' Good use is made of information shared when children first start attending the childminder's care. Parents contribute to initial assessments of children's starting points on entry and support the establishment of a baseline of their prior knowledge and skills. Daily verbal discussions with the childminder keep parents well informed about their children's progress and assist in the identification of additional support, if this is required.

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

The childminder is a well-established practitioner with many years of childcare experience. She provides a stimulating and friendly home environment where children, and their families, receive a warm welcome. A strong emphasis is placed on meeting children's physical and emotional needs. Children benefit from relationships that are close and supportive and the childminder is highly skilled in recognising and effectively addressing their feelings and emotions. For example, she gives children a drink and cuddles them when she recognises they are feeling unwell. Children show how happy and settled they are when they sit on the childminder's knee and fall asleep very quickly. Effective arrangements are in place for children to rest and sleep. For example, they are placed in the conservatory where the environment is quieter and the childminder can monitor their well-being through the large open window into the living room. This meets children's

physical well-being is promoted very well. Children thoroughly enjoy the time they spend with the childminder and are motivated and confident exploring the environment. Children independently access the wide range of stimulating resources in the indoor and outdoor areas of the childminder's home. They are encouraged to take part in everyday routines, such as tidying up, and enjoy the responsibility of showing new and younger children how to complete tasks. Independence skills are further developed as the childminder encourages children to wash their own hands before eating and put on their own shoes and coats.

The childminder manages the introduction of new children and settling-in procedures well. She finds out as much as she can from parents about children before they begin attending, so that routines can be followed and preferences observed. As a result, children settle very quickly and their emotional needs are very well met. Written comments received from parents demonstrate how much they value the way the childminder has supported their children to feel happy and settled, especially during periods of transition when they move into her care alongside starting school. Well-established links are in place with local schools and the childminder takes younger children along to collect their older peers. This helps to familiarise them with the school environment and supports them emotionally when they start school, when the time comes.

The childminder places strong emphasis on children's safety and helps children to demonstrate safe practices as they play. For example, she reminds them to take care when pushing dolls in their buggies. As a result, children make comments, such as, 'excuse me' when they carefully pass each other in the hallway. The childminder ensures children are aware of behavioural expectations within her home. She provides gentle reminders if children have minor disagreements or access areas not used for childminding. As a result, children develop an understanding of the need for boundaries and expectations and behave very well within her home. Daily opportunities are provided for children to be physically active and exuberant. They regularly play in the outdoor environment and enjoy frequent trips to the local park and village pond to extend their physical skills, well-being and understanding of dangers and how to manage risks. To further enhance and promote children's health the childminder provides children with fresh, healthy and nutritious snacks and ensures they can access drinking water at all times. She provides a wide selection of fresh fruit and introduces children to new tastes and textures through home-cooked meals. Regular discussions take place to support children's understanding of the importance of making healthy choices. For example, a picture board in the kitchen allows children to choose which foods are good or bad for them.

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

The childminder creates a high quality environment which is safe and stimulating, and where children are able to enjoy learning and grow in confidence. She fully understands her role and responsibility in keeping children safe and has attended safeguarding training

to keep her knowledge up to date. For example, the childminder is aware of the importance of recording and sharing any concerns she may have with parents and, if required, local authority professionals. All safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the childminder and are fully met. She ensures all areas of the home are risk assessed on a daily basis and that effective safety measures are in place to minimise any identified hazards. She also ensures all potential hazards for outings are identified and that her procedures are robust, especially for visits to local pond areas. This ensures children are fully protected and kept safe at all times.

The childminder maintains a good overview of the educational programmes she provides for children, both indoors and outdoors. She has acted upon recommendations at her previous inspection and effectively assesses children and plans challenging learning experiences to extend their learning. This means that accurate information about children's achievements is obtained and clearly shows where intervention is required, supporting their individual needs well. The childminder is committed to attending training to improve her practice, demonstrating a strong drive to enhancing the service she provides. However, there are occasions when knowledge and skills obtained through training are not implemented as quickly as they could be. This means it is not always clear how new initiatives impact on practice and support children's achievements over time. The childminder actively seeks the views of parents and children in identifying areas for improvement. She uses questionnaires and ongoing discussion and acts upon comments made about her provision. For example, there are plans to incorporate more outings during term time for children who may not access the provision during holiday periods. The childminder works well with other childminders in her local area. Together, they fundraise to extend learning opportunities for their children within the wider community. This further supports the self-evaluation process.

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. The childminder has an extensive selection of written comments from parents, which demonstrate how satisfied they are. Parents make comments, such as, 'I am confident my child is safe, happy and stimulated throughout the day, which is so important during these early years'. The childminder has well-established partnerships with local schools and recognises the importance of sharing learning, development and welfare information to continue and complement children's individual needs. She has good links with local services and attends toddler groups in her area. She knows how to access additional information from health professionals. This ensures interventions are secured, when required, and children receive the support they need.

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	311657
Local authority	Gateshead
Inspection number	871907
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21/11/2008
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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