

<b>Inspection date</b>	23/10/2014
Previous inspection date	26/11/2008

<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**

- Children are acquiring the necessary skills to be ready for school because the childminder provides a broad range of activities which cover the seven areas of learning and the quality of teaching is good.
- Children's communication and language skills are promoted well because the childminder uses open questioning to promote their speaking skills.
- Children build close and trusting relationships with the childminder. They respond positively to the childminder who is attentive towards their needs. As a result, children are happy and settled.
- Strong relationships and good information sharing with parents results in the childminder having a thorough understanding of children's needs.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, safe and well-protected.

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

- The childminder does not always provide children with sufficient time to express themselves freely in order to promote their creative thinking skills, as they take part in planned 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 carried out observations of activities indoors and in the garden, alongside a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a selection of policies.
- The inspector spoke to the childminder throughout the inspection.
- The inspector checked evidence of suitability of the childminder and all adults living in the house.
- The inspector took account of parents' views through written documentation.

## Inspector

Cathryn Clarricoates

## Full report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Wideopen area of Newcastle upon Tyne. The whole of the ground floor area is used for childminding. Access to the first floor is restricted to the use of the bathroom. There is an enclosed garden available for outdoor play. The family have tropical fish as pets. The childminder attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis. The childminder is currently caring for six children, including three in the early years age group, on a part-time basis. She collects children from local schools. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority. She operates all year round from 7.30am 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 have sufficient time to explore a range of resources during planned activities, to fully encourage their creative thinking skills.

## Inspection judgements

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

Children feel secure and grow in confidence because of the warm relationships they have with the childminder. As a result, children are actively involved in their learning. They are becoming increasingly independent and the skills they are learning help prepare them for the next stage in their learning. As children play, the childminder talks with the children to model language and introduce new words. She asks open questions, as a result, children are encouraged to solve problems. This helps to sustain interest and build upon children's vocabulary. The childminder knows children very well and understands what they know and what they can do. As a result, she provides them with a varied range of stimulating and challenging age-appropriate learning experiences that are based around interesting themes. This is because she regularly and accurately assesses their learning through the observations that she makes while they play. The childminder closely monitors children's progress at regular intervals and uses this information to guide and shape her planning.

The quality of the childminder's teaching is good because she has a secure knowledge and understanding of how children learn. Consequently, they make good progress in their development and learning. Children access a varied range of learning experiences that take place inside and outdoors, across the seven areas of learning. They are well supported to practise and refine a number of skills, which helps them to develop socially, physically and emotionally, in readiness for school. For example, they meet and play with

other children and adults through the playgroups and places of interest that they visit. They are beginning to learn how to use their bodies in different ways, as they move confidently around the room. Children learn how to use a range of tools, such as scissors, rolling pins, jugs and pastry cutters as they are developing their fine motor skills. For example, children combine flour and water, which they mix up with spoons and their fingers and enjoy rolling and cutting the dough into shapes. Children play happily with small farmyard animal figures and familiar characters from stories. They choose books independently from the shelf and join in singing their favourite nursery rhymes. Children are keen to explore the wide range of resources available. However, occasionally, the childminder does not allow children sufficient time to fully investigate all possibilities in their play and to consolidate ideas and skills.

Parents are encouraged to share their views about their children's abilities, interests and achievements from the time the child starts. This helps the childminder to get to know, settle and plan for each new child. Thereafter, parents are kept well-informed about their children's progress through regular daily discussions and informal meetings. For example, a daily diary is shared between the home and the setting so that up-to-date information is readily exchanged. Photographs are taken so that parents can see the varied range of activities and experiences their child has enjoyed. In addition, the childminder provides written progress summaries such as the progress check for children between the ages of two-and-three years. This shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between home and the provision.

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

Children are comfortable, happy and settled because they enjoy warm relationships with the childminder. As a result, the childminder is able to effectively promote their emotional well-being, personal and social skills. Settling-in procedures are effective and promote a smooth move for children from their home to the childminder's care and they become familiar with her as their key-person. She gathers good information from parents to ensure their children's needs are met. For example, the childminder displays favourite words from a child's home language, as a result, they feel welcome and valued. She has a very calm and consistent manner when caring for children and their behaviour is good. She talks to children constantly and uses lots of praise and encouragement. This means that children develop high levels of self-esteem and feel confident in her care.

The childminder is a good role model and provides consistent routines. The childminder supports children as they take risks appropriate for their ages and stages of development so that they learn to keep themselves safe. For example, the childminder reminds children to be careful near steps as they move around the garden, to develop their understanding of how to keep themselves safe. Children practise climbing up and down the steps, so that they are confident in their new skills. The childminder supports children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. There is a separate play room with a wide variety of resources, mostly in boxes, which are clearly labelled with print or pictures, so that children can choose the toys and resources which most interest them. This develops their

independence. For example, children ask to play with their favourite dolls and to listen to a story about the characters.

Activities are planned both in the home and outside for children to be active. They visit parks and places of interest to enjoy fresh air and exercise. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. They have healthy snacks and food prepared by parents. The childminder talks to the children about the importance of healthy eating. She encourages them to make healthy choices, such as fruit for snacks and ensures fresh drinking water is available at all times. In preparing children for the move to school, the childminder ensures that children are confident in being around large groups of children by attending activities, for example, at local children's centres. This helps children learn about the local community and refines and enhances their social skills. The childminder is aware of the importance of developing good links with other early years providers, to promote continuity of care and learning for children.

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

The childminder has a good understanding of her role and responsibility to promote the safeguarding and welfare requirements. Written risk assessments include all aspects of the childminder's provision, including outings. This helps to ensure that potential hazards are identified and minimised to keep children safe. The childminder implements her good knowledge and understanding of child protection effectively, to ensure procedures to protect children work in practice. She understands possible signs of abuse and the procedures to follow for any referrals, she has a procedure and contact details in place to support this. This means that children are safe and protected while in the setting.

Actions for improvement which were raised in a previous inspection have been completed. For example, the childminder practises evacuation procedures monthly. The childminder provides a range of learning opportunities. Consequently, children are confident and act independently in their surroundings. The childminder shares information about the educational programme with parents and encourages them to respond with their own comments in a daily diary. The childminder completes the progress check for children between the ages of two-and-three years. Effective monitoring of the educational programmes and secure assessments of individual children's development enable the childminder to identify gaps in their learning.

The childminder is committed to her own continuous professional development. She involves parents in her self-evaluation through gathering regular verbal and written feedback. She completes regular training to further develop her good knowledge and understanding of children's safeguarding. For example, recent training has included e-learning safety and a child protection refresher course. This impacts positively on the quality of care that children receive. Parents feel well-informed about their children's learning and development. Comments from parents are very positive about the care children receive. They feel their children are always safe and happy and are developing at the correct levels for their age and stage of development. The childminder fully

understands the importance of working in partnership with external agencies, such as local authority advisers, so that appropriate measures are taken to meet any identified needs children may have. Good links have also been established with other childminders in the area that share relevant information and practice they have obtained from training courses. This effective information sharing contributes to promoting consistency in children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	309966
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	867910
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/11/2008
<b>Telephone number</b>	

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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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