

Inspection date	06/11/2014
Previous inspection date	08/04/2009

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 and development, due to the childminder's sound knowledge of their individual needs and interests. She uses this to provide interesting activities and outings, which develop children's skills and knowledge.
- The children form secure attachments and positive relationships with the childminder as she provides them with a warm, nurturing and welcoming environment.
- Children's safety is effectively promoted. The childminder understands fully her responsibilities and has procedures in place to safeguard children.
- Strong links with parents ensure that they are fully involved in their children's learning. This effective partnership between the childminder and parents fully supports children's happiness, achievement and behaviour.

It is not yet outstanding because

- Very occasionally, the childminder overly directs children's play, reducing their opportunities to explore and think things through so they can test and try out their own ideas.

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 dining room 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.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in a house in Blaydon, Gateshead. The whole of the ground floor and rear garden are used for childminding. The family has two cats as pets. The childminder takes children to a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of these four are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round from 7am 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:

- provide even more opportunities for children to have uninterrupted time during their play, so they can test and try out their own ideas.

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 play and learn. She obtains detailed information from parents about what children know and can do. This information, alongside her own observations and assessments of children, provides her with starting points from which to plan for the next steps in their learning. This means that children make good progress because they are enjoying what they are doing. The childminder regularly invites parents to read through their children's learning journal, and actively encourages them to share information about their children's interests and learning from home. In addition, she also discusses with parents ways to support and extend children's learning at home. This ensures consistency in learning and a close working partnership. Thorough progress checks for children aged between two and three years are completed at the appropriate time, in order to identify the child's strengths and any areas that may need additional support.

Children are well supported in developing their communication and language skills. This is because they benefit from playing in an environment that is rich in opportunities for conversation and discussion. The childminder listens to the children carefully. She asks appropriate questions and repeats words and extends phrases, so that children make progress. Children enthusiastically explore creative resources and demonstrate their good independence and physical skills. For example, children use their small muscle skills to twist the lid from the glue stick, snip the paper and select small items to glue. Children thoroughly enjoy the childminder joining in with their play because of her fun, enthusiastic

approach. However, very occasionally the childminder over directs their play and does not always give them the opportunity to think, make their own decisions and try out their own ideas. The childminder promotes children's literacy and early writing skills well. For example, they enjoy painting and have access to crayons and pencils, which means they learn to make connections between their movements and the marks they make. This also supports both their physical and creative skills. Additionally, the childminder provides young children with media, such as, cornflour or cornflour and water mix, to encourage younger children to make marks.

The childminder takes advantage of everyday routines and activities to help promote children's mathematical development. For example, as the children visit the bathroom they count the stairs. Baking activities introduce children to weighing and measuring. Children also enjoy completing inset jigsaws, so that they develop an awareness of space and form and problem-solving skills. Consequently, children are supported effectively to make good progress in their learning and development, which effectively promotes their readiness for school. Children's understanding of the world is developing as they have the opportunity to observe change and growth as they grow flowers from seeds. The childminder takes children on a range of outings, which supports their current and ever changing interests and foster all areas of their learning. This includes train and ferry rides, visits to museums and the coast, all of which help children learn about the world around them. Children regularly play outside and visit parks and soft play facilities. These experiences help to develop their physical skills, for example, climbing, balancing and coordination and help maintain their all-round health.

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

The childminder offers a homely environment where children feel safe and secure. Detailed discussions between parents and the childminder enable her to effectively incorporate their needs, routines and interests into the day. Consequently, the transition from home into the childminder's care is supported well and children feel secure in her care. Relationships are positively strong. Children show they feel comfortable in the childminder's care, because they are keen for her to join their play, and confident to ask for help when needed. The childminder organises the storage of resources and space within her home well. This ensures children have room to play safely, and are able to make independent choices in their play, which helps them become independent learners.

Children are well behaved and respond well to the childminder's boundaries. They learn good manners, as they say please and thank you when asking for things. The childminder teaches children how to share their toys and be kind to each other. She uses lots of praise to give children encouragement to be helpful and cooperative. The childminder is a good role model for the children as she treats them with respect and kindness. Children have regular opportunities to socialise with other children and develop friendships. For example, they attend the playgroup on a weekly basis, and enjoy visits within the local community, such as, the park and shops. Furthermore, the childminder prepares children well for the move to nursery or school, and helps them in this respect by constantly building their self-esteem and developing their independence. Therefore, children are developing the skills needed to support the next stage in their learning.

The childminder promotes children's health and well-being. This is because she encourages children to follow good hygiene procedures and provides lots of opportunities for physical exercise and fresh air. Healthy eating is encouraged at meal times and snacks include plenty of fresh fruit. The childminder teaches children about keeping themselves safe, both within the home and when on outings. For example, indoors, she encourages children to help tidy away toys before getting others out. She teaches children the Green Cross Code when they are out walking to develop their awareness of the importance of road safety. In addition, children also engage in regular emergency evacuation discussions to support their understanding of how and why they must move safely in an emergency situation. As a result, children's health and safety are successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

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

The arrangements for safeguarding are good. This is because the childminder is fully aware of the action to take should she become concerned about a child. She has attended training in safeguarding to further promote her understanding of issues surrounding child protection. The childminder is conscious of the need to ensure that the environment in which children play is safe, and she successfully identifies and minimises potential safety hazards. She checks the toys and equipment and supervises the children effectively as they play. All adults living in the childminder's home have been suitably vetted. Consequently, children's safety and well-being are protected. The childminder has a good range of policies and procedures, which she implements with success and shares with parents, in order to make clear the standards to which she works.

The childminder effectively monitors the educational provision and children's progress and adjusts planning to reflect any changes in their interests or needs. Furthermore, she routinely evaluates activities and talks to children about what they enjoy and would like to do in the future. As a result, children make good progress. Good partnerships with parents are made as they are kept fully informed of the childminder's practice through the sharing of appropriate policies and procedures. Parents are highly involved in contributing to their child's observation and assessment process, meaning their individual needs are identified and included. Positive comments recorded on thank you cards received from parents include, 'thank you for all your support' and 'you go above and beyond what is expected'. The childminder has formed successful partnerships with the local schools. She regularly shares information with teachers about children's learning, so children experience consistency and make good progress.

The childminder is constantly reviewing her childminding provision and demonstrates a clear understanding of her strengths and priorities for improvement. She has completed some training courses arranged through her local authority. She describes how a High Scope course has made her review the way she stores the resources and how labelling the boxes with both words and pictures enables all children to access them independently. Furthermore, the childminder regularly meets with other childminders to exchange ideas

and share best practice. As a result, the childminder keeps up to date with changes in legislation and demonstrates a good capacity for continual improvement.

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	311659
Local authority	Gateshead
Inspection number	871908
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	08/04/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

