

Inspection date	05/11/2014
Previous inspection date	02/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Not Met
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a good knowledge of safeguarding procedures, which helps to keep children safe. Children are happy and settled and approach the childminder easily, as she is warm and caring.
- The childminder engages appropriately with parents. She maintains a regular exchange of information on children's care needs and informs parents of what activities their children have been involved in.
- Children make appropriate progress in their learning because the childminder uses some suitable teaching methods. She supports their imaginary play well and provides lots of close interaction.

It is not yet good because

- The childminder does not always link her observations to her planning to ensure that she builds on children's interests to meet their individual learning needs.
- The childminder does not maximise the way in which she shares two-way information with parents about children's progress, to fully support continuity in children's learning.
- The childminder sometimes does not organise adult-led, creative activities well or make best use of resources, to ensure that equipment is readily available for children.
- The childminder does not always make her expectations clear when managing children's behaviour. Consequently, on occasions children are not fully supported to cope with their frustrations.

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 had a tour of the premises and observed activities and routines in the living room.
- The inspector looked at the childminder's training certificates, children's observation and assessment records and the improvement plans.
- The inspector took account of the views of parents from information included in the letters written by them.
- The inspector checked evidence of the suitability of the childminder and household members.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Shirley Peart

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in a house in Bensham, Gateshead. The whole of the ground floor is used for childminding. The family has two dogs and two cats as pets. She visits the local shops and toddler groups on a regular basis. She drops off and collects children from the local school. There are currently four children on roll, two of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 9am to 6pm, Monday to Friday, except bank holidays and family holidays. She occasionally works with an assistant when she takes the children on outings.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information from observations to ensure that activities are guided through planned, purposeful play that meets the needs and individual interests of each child, to help them make good progress throughout the seven areas of learning.

To further improve the quality of the early years provision the provider should:

- maximise the ways in which two-way information and ideas are shared with parents about their children's progress, to fully support continuity in children's learning further
- ensure that adult-led, creative activities are appropriately organised and that resources are easily accessible in the room where children play, so that adults do not need to leave children unnecessarily while they obtain these
- ensure that expectations of children's behaviour are clear and provide more consistency in managing children's behaviour, to help them learn to cope with their frustrations successfully.

Inspection judgements

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

The childminder has an appropriate understanding of the Early Years Foundation Stage. A range of suitably planned and child-initiated activities are on offer. For example, the

childminder provides a fair range of equipment and resources for young children, such as pretend play items, art materials, construction bricks, books, manufactured dough and tools. She also takes the children for walks in the local environment and to the shops, which helps them to gain a suitable understanding of the world around them. The childminder is aware of the expectation to plan activities based around the seven areas of learning and to meet children's individual learning needs and interests. However, she is not confident in doing this and, therefore, some activities do not hold children's curiosity and lack a good level of challenge. As well as this, activities are not always guided through purposeful play that meets the needs of each child, to ensure that they are better supported to make good progress. For example, although the childminder has clear intentions of what to do, such as using glitter paint for firework pictures or collecting fallen leaves to make autumn pictures, she is not sufficiently alert or responsive to children's ideas. This is demonstrated when children like to follow their own interests and ideas, such as collecting stones instead and jumping in muddy puddles. The childminder does not then evaluate her planning to build on what the children do as she does not deviate from her original ideas or make her plans more flexible to fit in with children's interests, to further support their learning.

Overall, the childminder uses sound teaching strategies to help children learn and she tries hard to extend their learning during their pretend play. For example, when children play with dolls and buggies and use their imaginations, she asks them to go to the shops to buy some nappies. Children happily push their dolls around the room stating, 'shush' and making gestures that their toy babies are asleep. Consequently, they use their imaginations very well for their age. Children enjoy playing with malleable dough and using paint and the childminder shows them how to use cutters correctly to make shapes out of the dough. They exclaim, 'Wow!' when they successfully make a star shape and hold this up proudly. The childminder joins in with children's achievements and offers lots of positive praise that raises their confidence and self-esteem well. This has a positive impact on children's learning and ensures that they enjoy their time with her.

The childminder has increased her knowledge around assessment by attending relevant courses. She is now confident to complete the required progress check on children between the ages of two and three years and provide a summary for parents. She uses relevant guidance to help her track children's progress, which helps her to identify any gaps in children's learning and where they may need support. The childminder is aware of how to move children on in their learning and prepare them for pre-school. She describes how she encourages children's speech through listening to stories and aims to build their confidence with other people. She does this by encouraging children to ask for things and ask questions, such as when they are in shops and at toddler groups. She also knows that visiting soft play and going on outings with other children helps to develop their social skills, as they learn to play together. The childminder exchanges regular verbal information with parents on a daily basis regarding children's care needs and what they have been doing. However, she does not generally fully explore ways for all parents to contribute information about their children's learning and development. She does not yet effectively use two-way information or share ideas on what they could do together to further support continuity in children's learning in her setting and at home.

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

The childminder uses her small living room as the main area for children's play and she tries to make the best use of this space. For example, when children have finished using art and craft materials, she moves the child size table to one side so that they have more space to play with dolls and pushchairs. However, some materials, such as paints and dough are stored in the kitchen, which means the childminder often moves between the two rooms to bring in further resources. This hinders the organisation and smooth flow of adult-led, creative activities for the children. The childminder does not use her back yard for outdoor play but she ensures that children follow healthy lifestyles, as they get daily fresh air and exercise. They go for short walks to pick fruit to make crumbles and visit the woods to pick fallen leaves to make autumn pictures. Children are well nourished and have plenty to drink throughout the day. The childminder always takes one of her assistants on outings to provide further safety precautions for children. Children know to hold her hand when they are out and she teaches them the basics of road safety, such as how and where to cross roads safely. As a result, children learn to recognise dangers and how to manage risks. She follows a cleaning rota and checks her home for hazards before children arrive. This helps to keep children safe from harm.

Children behave appropriately for their age and they are learning to play cooperatively. The childminder also ensures that she has sufficient resources to prevent young children from squabbling. For example, she has two small pushchairs, dolls, bottles and bags. However, on occasions the childminder does not make her expectations clear or give children consistent support when managing their behaviour. For example, there are some occasional lapses when she does not help children to manage and cope with their frustrations successfully, such as during temper tantrums. This sometimes leads to confusion, as children are not given clear explanations to help them understand boundaries. The childminder has good relationships with children. She has strong bonds with them and they approach her easily for cuddles. This demonstrates that they feel secure and settled in her care. The children, currently cared for, were known to the childminder before they started, therefore they settled in quickly. For any new children who start, the childminder offers short settling-in periods and completes relevant information with the parents. This ensures that she knows about children's individual needs and routines, so that she can support them emotionally. This helps them to cope with a move from home to an unfamiliar setting successfully.

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

At the last inspection by Ofsted, the childminder received some actions to improve and further monitoring visits took place. The childminder has worked hard to address the issues raised. She now has a clearer understanding of her role and responsibility in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. She has accessed some training courses to help her improve her

knowledge and is booked to go on further training in the near future. She understands what to do if she is worried about a child's care or welfare and has all the information she needs to seek advice or make a referral. She completes risk assessments and follows clear cleaning rotas, to ensure that her home is safe and suitable to care for children. The childminder occasionally works with her mother or her son, who act as her assistants. However, they are usually only called upon to accompany her on outings and are not left alone with children. All adults in the household have been appropriately vetted through Ofsted. This has a positive impact on children's welfare needs and ensures that they are suitably safeguarded.

Since the last inspection the childminder has embarked on a clearer process for self-evaluation. She reviews her practice every three months and documents her progress and areas for improvement. This helps her to identify how far she has come and what she still needs to do. This is helping her to become a more reflective practitioner and access the support and training she needs. This also helps her to improve her service and promote children's care and learning overall. The impact of training attended so far has assisted her to become more confident in assessing and reviewing children's progress. She is less confident in linking her observations to her planning to ensure that she guides activities through planned, purposeful play that meets the needs of each individual child. However, she is attending training in the near future to help her develop this.

The childminder builds friendly relationships with parents. They often seek her advice and guidance on general childcare issues. Parents often choose to send younger siblings to the childminder, which demonstrates that they are happy with the care she provides. Positive letters state that their children, 'have come on a lot' since attending. The childminder does not yet need to work with other professionals or nursery staff, as none of the children attend other early years settings. However, she is aware of the need to exchange information with relevant professionals about children's care and learning when the time comes. This ensures appropriate consistency is in place to support children's needs overall.

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	EY299283
Local authority	Gateshead
Inspection number	993386
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	02/10/2013
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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