

Inspection date	24/11/2014
Previous inspection date	22/01/2009

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 have formed close bonds and have good relationships with the childminder as she is caring and competent. This supports children's emotional well-being very well.
- Children are very happy, settled and feel secure with the childminder. She has a good knowledge of safeguarding procedures, which helps to keep children safe.
- The childminder works very well with parents and key persons when children attend other early years settings. This ensures that highly effective partnerships are in place to support consistency in children's learning overall.
- The childminder teaches children effectively as she listens to them and uses good questioning techniques, which improves children's learning and promotes conversation. This supports children's thinking and language skills very well.

It is not yet outstanding because

- The childminder does not always have a clear learning intention for adult-led activities, so that children have more realistic and active learning experiences during craft activities, to further support their understanding.
- The childminder does not maximise opportunities and routines to further promote children's independence.

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 routines and activities in the kitchen and conservatory, and had a tour of the premises.
- The inspector checked evidence of the suitability of the childminder and household members.
- The inspector took account of the views of parents from information included in the childminder's own parent surveys.
- The inspector spoke to the childminder, the co-childminder and children at appropriate times during the inspection.
- The inspector looked at the childminder's training certificates, children's learning and assessment records, planning documentation, and the childminder's self-evaluation form.

Inspector

Shirley Peart

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who also acts as her co-childminder, and their adult children in a house in Wardley, Gateshead. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder visits the local shops, parks and toddler groups on a regular basis. She drops off and collects children from the local nurseries and school. There are currently eight children on roll, six of whom are in the early years age range and attend for a variety of sessions. The childminding provision 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:

- ensure that learning intentions are clear for adult-led activities, so that children have more realistic and active learning experiences, specifically during craft activities, to further support their understanding
- enhance children's independence further, for example, by helping them to use scissors by themselves to cut more tricky objects, such as plastic straws, and by encouraging them to peel their own soft fruit.

Inspection judgements

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

The childminder plans a good range of adult-led and child-initiated activities. These cover all the areas of learning and include art and craft to promote creativity, story and singing time to enhance children's language and literacy skills, and nature walks in the environment so that children experience changes in the weather and seasons. The childminder also occasionally uses toddler groups and they go on outings further afield, such as to the beach and farm, which helps to enhance children's social skills and understanding of the world around them. The childminder's planning also incorporates the children's interests. For example, when she notices a toddler becoming more animated when older children listen to music, she chats to parents about this. She then builds this into her planning to ensure that children have regular opportunities to explore music and sounds, such as by using musical instruments. For children who particularly like art and craft, there is always a planned creative activity readily available for them.

Children eagerly take part in craft activities and are keen to make a model of a snowman.

There are plenty of resources, including manufactured and recyclable materials available for the children to use. However, the learning intention is not clear as the children have not recently experienced a snow fall and there are few realistic winter images or photographs for children to see. Therefore, the children's understanding is not fully extended and the activity is not built around real active learning experiences. For example, children tell the childminder that snowmen are 'green.' The childminder has not fully thought of ways to promote children's learning further, for example, by using cold objects, such as ice. However, the childminder does talk to the children about the cold and frost when they are out on walks, and what snow looks like. She provides cotton wool for their models to resemble this. Once a photograph of a snowman is found, the children look at this and talk about what else they might need to make their model, such as sticks for arms. During activities, the childminder listens to children and uses effective teaching strategies through good open-ended questioning. She gives children lots of positive, enthusiastic praise, which raises their self-esteem and ensures that they feel proud of their achievements. Consequently, children think critically and hold lively conversations. For example, she asks them what is missing from their model and to think of a name. Therefore, children eagerly decide on individual names for their snowman and display these proudly on the shelf. The childminder helps children to move on in their learning and to be well prepared for school. For example, she encourages them to look in the treasure box, to explore the contents and to explain what they find. Consequently, children excitedly tell the childminder that they have found balloons, party hats and a real piece of treasure as they hold up a necklace. Children also successfully match letters and sounds, as the childminder encourages them to find the corresponding letter on the wall chart that matches the first letter of their name. This demonstrates that they are making good progress in their language and literacy skills.

The childminder has friendly relationships with parents. The childminder or her co-childminder hold daily verbal exchanges with parents and write in the children's daily diary, which is also shared regularly with parents. She finds out what children enjoy doing at home, and always passes on children's current interests and achievements in the setting, such as when she notices a child's highly effective skills in number recognition. She uses initial discussions with parents to establish children's starting points and uses her ongoing observations to help her plan activities. The progress check for children aged between two and three years is completed and shared with parents. This includes positive aspects on what children have achieved and what their next steps will be. This supports good engagement with parents, and ensures continuity and consistency in children's learning.

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

The childminder provides a safe, welcoming home for children. Designated space, such as the kitchen and conservatory, are used for children's play. These areas are adorned with educational posters, welcome signs in various languages, and number and letter posters at child height, which helps to promote children's learning well. Children's drinks are readily available in their named beakers so that they know which one is theirs, which helps

to prevent cross infection. Parents generally provide packed lunches, which means that children eat food that they enjoy. The childminder monitors this by writing information in the children's individual diaries so that parents are always aware of how much food their children have eaten. The childminder always walks to and from nursery with the children, so that they get plenty of fresh air and exercise. She ensures that they have plenty of time as they often stop at the park to use relevant equipment, or walk along the nature track. This ensures that children follow healthy lifestyles.

Children recognise risks in their activities and routines and learn to keep themselves safe. For example, they love to help clean the tables after messy activities and know that they need to wash their hands before snack and lunch because of germs. Children behave very well, play cooperatively and enjoy their time in the setting. They independently choose what they would like to do and, overall, the childminder supports their independence well. However, sometimes children are not fully encouraged to use child-size scissors by themselves to cut more tricky objects, such as plastic straws, or to peel their own soft fruit.

Children have strong, loving bonds with the childminder. They approach her for cuddles and kisses, which are natural and spontaneous. This ensures that their emotional well-being is successfully supported. Children are also confident to speak to both childminders and the inspector, they also involve adults in their play. This shows that they are very confident, self-assured and feel secure in the environment. The childminder talks to parents about their children's needs when they take up a placement. As they settle-in, she ensures that she completes a short baseline assessment of the children's likes, routines and development stages across the areas of learning. This gives her a strong base from which to plan children's individual care and learning needs. Consequently, children are supported well with the move from home to an unfamiliar setting.

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

The childminder works closely with her co-childminder and they work well as a team to share responsibilities. She is clear about their role and responsibility in meeting the requirements of the Early Years Foundation Stage. She has a good knowledge of safeguarding children and child protection. She is aware of what to do if she is worried about a child's care or welfare, and knows where to seek advice and how to make a referral. Her co-childminder takes responsibility for writing and updating the policies. Therefore, she ensures that she is aware of any changes by holding regular discussions with him. Consequently, children are well protected.

The childminder has completed relevant courses since the last inspection, including renewing her first aid certificate and attending child protection training. Consequently, vital training is up to date, which ensures that children are safe and well cared for. The childminder is aware of her strengths and what she would like to improve. She regularly reflects on her practice with her co-childminder. They regularly discuss and reflect on how sessions have gone and note individual children's learning needs. This ensures that she

monitors the provision successfully alongside her co-childminder, which promotes and enhances children's learning successfully. The childminder has addressed the one recommendation from the last inspection, which was to update her written risk assessments. These are reviewed annually, or whenever there is a change in legislation or a particular need based on practice.

The childminder builds friendly, trusting relationships with parents. She is longstanding and dedicated to her career and has an abundance of thank you cards from grateful parents and children. Parental questionnaires are positive and demonstrate that they are pleased with the provision and their children's progress. For example, comments include, 'The difference in my child's self-esteem and confidence is overwhelming.' The childminder regularly offers to share the children's learning journeys and daily diaries with parents. Many of the children also attend different nursery schools and the childminder is pro-active in working in partnership with them, to ensure that verbal information on children's care and learning is exchanged. The childminder receives the planning and knows what activities children are involved in at nursery. Consequently, a joined up approach supports good coherence in children's learning.

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	311580
Local authority	Gateshead
Inspection number	868032
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	22/01/2009
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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