

Inspection date	03/12/2014
Previous inspection date	24/11/2008

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

- The childminder has a good knowledge of the Early Years Foundation Stage. She is skilled in using a wide range of different teaching strategies to promote children's learning and development.
- Children make good progress due to the childminder's clear knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their learning.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes their emotional well-being effectively.
- The childminder has good understanding of safeguarding and how to promote the health and safety of children in her care. As a result, children are well protected.
- The childminder communicates with parents effectively. Ongoing communication means that the childminder and parents work closely together to meet the needs of the children.

It is not yet outstanding because

- Opportunities for young children to explore and investigate using all of their senses are not fully maximised. This is because they do not always have easy access to a wide variety of natural and open-ended objects in the indoor environment.
- The childminder does not always make the most of the outdoor environment to provide children with a wider range of learning experiences. As a result, they do not engage in

such good levels of active learning as when playing indoors.

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 toured the areas of the house used for childminding.
- The inspector observed activities in the childminder's lounge and conservatory.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector looked at a range of records, including children's details, learning information, written policies, planning, risk assessments, training certificates and a selection of other documents.
- The inspector checked the evidence of the suitability of the childminder and her family.
- The inspector took account of the views of parents from written statements.

Inspector

Melanie Vincent

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in in East Boldon, South Tyneside with her husband and child. The whole of the ground floor and the first floor bathroom of the childminder's home are used for childminding. There is an enclosed garden for outside play. The childminder cares for children from 9am to 3pm, Monday to Friday except for family holidays. There are currently two children on roll, both of whom are in the early years age range. Children attend for a variety of sessions. The childminder collects children from the local school.

What the setting needs to do to improve further

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

- enhance children's learning and encourage their sense of exploration and investigation in the indoor environment, for example, by providing a range of natural and open-ended objects
- strengthen the outdoor learning environment and use it more effectively to maximise children's learning experiences, for example, by adding more resources to encourage investigation and exploration.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She uses her good knowledge of the seven areas of learning to provide stimulating activities that capture children's interests. She fully understands how to promote children's learning and development through play and carefully planned activities. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. As a result of the childminder's effective teaching, children make good progress from their starting points and their development in all areas of learning is well promoted. The childminder gains valuable information about children and their starting points through initial meetings with their parents and settling-in sessions. The childminder has good systems in place to record children's development. She makes detailed observations of the children to assess their achievements and progress. The childminder effectively uses her observations to plan interesting activities for children. Individual learning journals are in place for all children. These include photographs, examples of children's work and observations of them at play. These are linked to the seven areas of learning and are used well to identify the next steps in children's learning and assess their progress. This means that children's individual needs

are met well within the setting.

Children make good progress in their learning. Teaching is good and the childminder skilfully intervenes and extends children's learning during child-initiated activities. An emphasis is placed on the development of language and communication. The childminder talks to the children constantly, listening to what they are saying and extending vocabulary that is appropriate to their level of understanding. The childminder demonstrates skill as she listens carefully and models words and sentences, for example, by introducing vocabulary, such as 'flat' and 'sharp', when children are playing with trains and cars. This means that children are confident to try new words and sounds for themselves and are becoming confident communicators. Children are given regular opportunities to sing a range of songs and repeat familiar nursery rhymes as they play. They regularly share stories and look at books with the childminder at various times throughout the day. This supports children in developing skills in reading. Children enjoy reading books and know how to handle them well, for example, they know that print carries meaning and follow it from left to right on the page. Children develop their early writing skills as they use crayons and pencils to make marks on a range of different surfaces. Colouring and sticking activities are enjoyed on a regular basis, which means that children have plenty of opportunities to express ideas within their play. The childminder supports the development of mathematics well. When children are playing, she takes the opportunity to encourage discussion about colour, shapes and patterns. When children are completing inset puzzles, the childminder takes the opportunity to talk about the different colours and sizes. Children use the terms, such as 'circle' and 'square', to describe shapes and initiate counting as they play. Counting is part of everyday activities. This means that children are making good progress in mathematics. The childminder ensures that she portrays positive images of diversity in her environment through books and role-play toys. As a result, children learn to value and appreciate the similarities and differences between themselves and others. Children benefit from many opportunities for physical exercise. They regularly visit the park and play outside in the garden. However, the garden does not contain a wide range of activities to promote children's growing sense of exploration and investigation. As a result, they do not engage in such good levels of active learning as when playing indoors. Planned visits to the museum, park and the library develop children's curiosity about the world in which they live.

The childminder meets children's needs well because she works closely with parents. Regular information is shared with parents about the activities their children enjoy, through daily discussions. The childminder shares journals of observations and photographs with parents, so that they know where their children are in their learning. Parents are also encouraged to discuss activities that happen at home with the childminder. Consequently, parents are kept informed about the progress their child is making. The childminder's regular trips to school help children to develop confidence away from the main care setting. Consequently, children are obtaining the skills, attitudes and dispositions, which they need to be ready for the next stage of learning, such as nursery or school.

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

Children settle quickly into the setting. The childminder works closely with parents to ensure she knows the children very well. Settling-in sessions are tailored to the individual needs of each child, to ensure they are fully settled and secure. The childminder has a warm and calm manner. She treats children with kindness and respect and acts as a positive role model for them. She has a very good relationship with the children as she is gentle and caring and they relate very well to her. Children receive her complete attention, which helps them to feel very special, happy and well supported. They enjoy cuddles and close contact when reading a story together and enjoy the childminder joining in during imaginative play activities. She takes time to talk to children throughout the day, so that they feel valued and her knowledge of their needs is very clear. Consequently, children talk freely about their own home and families. The childminder engages in children's play but is also skilled at knowing when to stand back to let them lead their own learning. She knows what children like playing with and ensures that those toys and resources are easily accessible. As a result, children display high levels of confidence and self-esteem and are emotionally prepared for the next stage in their learning.

A high priority is given by the childminder in ensuring that children in her care are safe. There are extensive risk assessments in place and she is vigilant with regards to children's safety indoors. A welcoming, homely environment is provided with clean, age-appropriate and well-maintained toys and equipment. Children are encouraged to tidy up and understand the need to put some toys away before getting other resources out. As a result, they can move around safely in the setting, knowing that they are keeping themselves and others safe. The environment is well resourced and equipment is accessible to all children. Resources are stored on low-level shelving and storage units for children to freely select. Storage boxes have pictures of the contents attached. As a result, children move around the home freely selecting their own activities. The childminder provides a good range of resources that cover all seven areas of learning. However, opportunities for young children to explore and investigate using all of their senses are not fully maximised. This is because they do not always have easy access to a wide variety of natural and open-ended objects in the indoor environment. Children are supported to have a good awareness of safety as the childminder gently reminds them to be careful as they play. Children's behaviour is good as they are engaged in their activities. The childminder helps children to learn about their own feelings to enable them to form positive relationships.

The childminder is committed to encouraging a healthy lifestyle. She helps children to develop an awareness of the importance of fresh air and exercise. Children have daily opportunities to be active and have regular access to the childminder's garden. They also regularly visit local play areas and parks, which provides opportunities for children to learn to take sensible risks on a wide range of larger apparatus. Consequently, children begin to learn about keeping themselves safe. Children have independent access to drinking water throughout the day. The childminder provides a range of healthy meals, supplemented with fresh fruit for snack. She consistently reinforces good hygiene procedures, such as hand washing. As a result, children are beginning to learn how they can keep themselves healthy.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding are good. This is because the childminder has a very secure understanding of her role and responsibility to protect children in her care. She has completed safeguarding training and is aware of the signs and symptoms, which would alert her to any child-protection issues. In addition, she has a clear, written policy detailing the course of action that she would take in the event of a concern. All adults in the household have undergone relevant suitability checks to ensure children's safety. Her documentation is all very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first-aid certificate. The environment is secure and the childminder carries out regular checks to eliminate hazards, both around the home and for proposed outings. This means that children are protected well.

Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children to learn. She has a good commitment to improving her service to families. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. Parents are involved in this process and children help her to evaluate her provision verbally. Her main aim is to ensure that children enjoy a home-from-home atmosphere and enjoy a range of activities. Record keeping is well organised and a range of robust policies and procedures underpin the safe and efficient management of the provision. She has addressed all recommendations from the last inspection. This means that the childminder has a good capacity to improve further. The childminder has created effective procedures to monitor the overall educational programme for each child. This involves her tracking children from their starting points to when they leave, monitoring their progress over time. This ensures that any delayed development or gaps in progress can be quickly identified and effectively addressed. Continuous professional development takes high priority and the childminder has attended a good range of early years courses and workshops. This helps to promote her own learning and ensures that her practice is current, all of which very much benefits the children in her care.

The childminder has positive relationships with parents and regularly shares information about children's activities, through the use of daily diaries. The childminder has detailed, daily discussions with the parents to support her good working relationships with them. She involves parents in children's learning and successfully builds on their home interests. This enables parents to be fully informed of their children's day. Policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. Parents' written and verbal comments are highly positive. For example, parents state that their children are, 'treated with kindness and respect', 'kept very safe in a calm and stimulating environment', 'there is good communication and we are regularly informed about my child's progress'. The childminder has good relationships with the local schools and nurseries. She regularly exchanges information on children's activities and learning when they are dropped off and collected from school or other settings. This means that

the childminder can extend learning, which is taking place in other settings.

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	312427
Local authority	South Tyneside
Inspection number	868084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	24/11/2008
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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