

Inspection date

26 March 2015

Previous inspection date

1 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder's knowledge of Local Safeguarding Children Board procedures is not fully secure to ensure that she always acts correctly should she have concerns about a child.
- The childminder does not always take account of children's individual interests, needs and stage of development when planning and resourcing the environment.
- The organisation of resources does not enable children to become deeply involved in activities.
- Improvements in the setting focus on previous actions and recommendations and do not extend to the childminder's own identified areas for improvement.

It has the following strengths

- Children settle very quickly into the setting. Flexible settling-in procedures, as well as detailed information about children's likes and dislikes, mean that the childminder is able to meet children's individual care needs effectively.
- The childminder has a suitable understanding of where children are in their learning. She carries out regular observations and assessments.
- Children behave well in the setting. The childminder has clear boundaries, which she consistently reinforces. She talks to parents so that behaviour is managed consistently at home and in the setting.

What the setting needs to do to improve further

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

- improve knowledge of Local Safeguarding Children Board procedures, particularly in relation to sharing concerns with parents, so that local safeguarding procedures are consistently followed
- improve teaching by taking account of the needs, interests and stage of development of children when planning and resourcing the environment, in order to provide consistently challenging and enjoyable experiences.

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

- enable children to become deeply involved in activities by reflecting on the organisation of resources, so that children are able to select toys which reflect their own interests and are encouraged to tidy up when they have finished
- improve self-evaluation to ensure that it takes full account of all aspects of learning and development.

Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of written comments provided for the purpose of the inspection.
- The inspector viewed regulatory documentation, including evidence of suitability for all household members, children's details, learning files, and a sample of policies and procedures.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.

Inspector

Elizabeth Fish

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides a broad range of activities to promote children's learning and development across the seven areas of learning. However, the childminder does not always take account of children's individual needs, interests or stage of development when planning and resourcing the environment. For example, there are not enough enjoyable activities, such as suitable jigsaws, available to motivate older children. As a result, children lose interest quickly because some activities lack an appropriate level of challenge. Consequently, not all children make good progress. The childminder has a suitable understanding of how to promote children's language and communication. She uses simple phrases to comment on what children are doing and this encourages children to attempt new words. For example, she says the names of animals that children see in pictures, which children attempt to repeat. She plans a range of activities, such as reading and writing, which prepare children for starting school. She works well with local schools and finds out how she can support children further.

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

Although children appear safe in the setting, the childminder has not ensured her practice in relation to safeguarding, is up to date with current guidance. However, children do have a suitable awareness of how to keep themselves safe indoors and outdoors. They are confident and settled in the childminder's care and look forward to spending time with her. Parents comment that they are confident that their children are well cared for. They value the advice and support that the childminder gives them. Children learn to play alongside each other and share resources. However, opportunities for children to become deeply involved in their play are not always maximised. Children are not always encouraged to select their own resources or tidy up. As a result, sometimes activities do not reflect children's interests and they become distracted by all the toys that are left out. Children love playing outside. They enjoy activities, such as throwing balls and climbing. This ensures that children have plenty of fresh air and exercise.

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

The childminder's knowledge of her responsibilities to meet the requirements of the Early Years Foundation Stage requires improvement. The childminder has not identified that there are some breaches in requirements. This demonstrates a weakness in her ability to evaluate her practice. The childminder does not always take full account of the procedures from her Local Safeguarding Children Board. For example, she is not always clear about when to share concerns with parents about children's welfare. That being said, the childminder has attended recent safeguarding training. She uses her qualifications reasonably well to maintain an overview of children's learning. However, she has not identified that the quality of teaching and planning requires improvement. She reviews risks in the environment regularly to ensure her premises are safe. The childminder communicates with parents about children's learning and development.

Setting details

Unique reference number	318797
Local authority	Newcastle
Inspection number	872058
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	1 June 2009
Telephone number	

The childminder registered in 1991 and lives in Fawdon, Newcastle upon Tyne. She operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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