

Inspection date

07/01/2015

Previous inspection date

07/05/2009

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 are motivated to learn and progress, because the childminder is supportive of their effort and praises their achievement. She provides a wide variety of interesting activities for children. As a result, children make good progress in their learning.
- Children are happy in the childminder's care. They communicate effectively with confidence and demonstrate a strong sense of security.
- The childminder creates a welcoming, safe and secure environment. Arrangements for safeguarding children are strong and well embedded, so that children are protected from abuse or neglect.
- The childminder has created positive relationships with parents. Consequently, parents feel very included in their child's learning and development and are very complimentary about the care the childminder provides.

It is not yet outstanding because

- The childminder has not fully considered different ways in which she can engage children further, specifically boys, in activities that enhance their already good early writing skills.
- Partnerships with other settings children attend are not consistent in order to fully share information about, and promote a complementary approach to children's learning and development.

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 activities in the childminder's home.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents through their written references.
- The inspector looked at children's records, children's development journals, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living and working in the home.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works as a co-childminder alongside her husband. They operate from their home which is situated in Kingston Park, Newcastle upon Tyne. The ground floor of the house is used for childminding, as well as a bathroom on the first floor. There is an enclosed rear garden for outside play. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, of whom six are in the early years age group and attend for a variety of sessions. The childminder 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:

- review more imaginative ways to enhance the already good opportunities for children, specifically boys, to make marks and practice early writing skills, for example, by adding clip boards, large sheets of paper and exciting writing and drawing resources
- build on the already good partnerships with other settings children attend, by consistently sharing information about individual children's learning and development, to further complement and consolidate their learning.

Inspection judgements

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

Children make good progress, because the childminder uses her knowledge and experience to teach and effectively plan for children's learning needs. The childminder collects information from parents linked to learning during their child's initial visit and shares information with parents daily on their child's achievements. This means that they work effectively together from the outset so that children make best progress. Alongside her co-childminder she carries out sensitive observation of children as they play. The childminder has chosen to record these, and combined with photographs, successfully demonstrates the progress that children are making. She uses the information from her observation to accurately assess and track children's present stage of development, in order to identify and plan for their next steps in learning. The childminder is aware of the requirement to provide parents with a short, written summary of their child's development between the ages of two and three years old. This enables her to identify at an early stage any gaps in children's learning and if there is any need for additional support.

The childminder engages effectively with children, involving them in conversation to help foster their language development. She uses open-ended questions in order to promote children's thinking skills and allows them time to think about what they want to say in response. Children show an interest in books and enjoy sharing the experience, as they sit close to the childminder to listen to their favourite stories. The childminder recognises children's interest in early reading as she supports them to sound out the letters of their name. This helps to foster children's early reading skills. However, this emerging interest in literacy, specifically for boys, is not fully exploited by the childminder. This is because she has not fully explored ways in which to ignite their interest in mark making to further develop and enhance their early writing and reading skills. Children show through their actions that they are active and inquisitive learners and are gaining problem solving skills. For example, children eagerly follow diagrams showing how to construct the train track, working out whether they need straight; curved, short or long pieces to join the track together. Consequently, children develop their thinking skills and confidence in their own ability. As a result, children develop a positive attitude and are gaining the necessary skills in readiness for starting school. The childminder takes children on a variety of outings to places of interest. For example, they visit the farm, park and playgrounds. Here they play on larger apparatus to build on their physical development. These activities also provide children with fun opportunities to learn about the community in which they live.

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

Children are happy and confident and their relationships with the childminder are good. Their emotional security is addressed well at the outset, because the childminder arranges settling-in sessions with parents. The childminder uses this time to gather valuable information about their children. For example, initial details about care routines and likes and dislikes are shared through the completion of child information records. This information is shared effectively with her co-childminder so both are fully aware of each child's specific needs. Children have plenty of space to play and rest, and a good selection of toys and resources are stored within their easy reach. Consequently, children are comfortable and confidently make independent choices about their play. The childminder provides children with a positive role model to follow, because she has a calm and nurturing manner. She uses positive behaviour management strategies and children's self-esteem is enhanced as they receive plenty of praise for their good behaviour, effort and achievement. This successfully develops children's confidence and self-belief and promotes their good behaviour.

Children's good health is well promoted, as they enjoy regular access to the outdoors, take part in lots of physical exercise and enjoy healthy and nutritious meals and snacks. They show through their actions and comments that they understand the need for good hygiene. For example, children wash their hands after visiting the toilet and in preparation for meals. Children regularly visit local community groups and this broadens their range of experiences and helps to develop their confidence and social skills. Safety is afforded a very high priority and children are taught to protect themselves through everyday experiences and a variety of thoughtfully planned activities. For example, they learn about road safety on outings and this is reinforced through discussion and regular practice.

Children know that they must sit on chairs properly to prevent themselves from falling and they help to tidy away toys after use, so that they do not pose a hazard to others or become damaged. In addition, children also practise emergency evacuation procedures to ensure that they can act swiftly and safely in the event of a fire. This positively contributes to children developing a sense of danger and how to keep themselves safe.

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

Children are safeguarded effectively. This is because the childminder has a good understanding of the requirements of the Early Years Foundation Stage and her role and responsibility to protect children in her care. She is fully aware of the different signs and symptoms of abuse and has a clearly written policy detailing the course of action she would take in the event of a concern. All adults working and living on the premises where childminding takes place have been appropriately vetted and children are supervised well. The childminder regularly checks the safety of her premises and carefully considers children's safety while on outings. As a result, potential safety hazards are promptly identified and minimised. The childminder effectively monitors children's progress. The childminder explains how she and her co-childminder carefully track the progress children are making to ensure that any gaps in their development are closing. This also helps the childminder plan effectively to progress children equally across all areas of learning.

The childminder has forged good relationships with the children's parents. She takes the time to speak to them when they drop off and collect their children and she works successfully together on areas, such as potty training. Consequently, parents are reassured and regular opportunities for important information to be shared are created. The childminder has a collection of letters and cards received from parents and these include lots of comments that praise the childminder and the service that she provides. The childminder exchanges relevant information with other providers where children attend another setting. However, this does not always include information regarding what children are learning. Therefore, there is scope for the childminder to strengthen her information sharing with other early years providers, so that a highly complementary approach to the children's learning and development is fully achieved.

The childminder evaluates the quality of the service she and her co-childminder provide for children and their families. She asks parents to help identify their strengths and she regularly talks to her co-childminder about how the childminding day has gone. For instance, they discuss whether children enjoyed the experiences provided and whether these could be improved in the future. In addition, the childminder has completed the Ofsted self-evaluation form and has considered some priorities for improvement. For example, the childminder identifies that she needs to add to the range of information technology to enhance further children's learning in this area. The childminder has attended a variety of relevant training and regularly network with other childminders to exchange ideas and share good practice. The recommendation raised at the last inspection has been fully addressed. This demonstrates the childminders commitment to the continuous improvement of the provision.

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	318863
Local authority	Newcastle
Inspection number	868534
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	07/05/2009
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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