

Inspection date	24/11/2014
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 form close attachments with the childminder and they are very happy and confident in her care. They are kept safe and secure as the childminder is clear about her role in protecting children from harm.
- The childminder knows the children well and provides activities and experiences which reflect their individual needs and interests. Teaching is strong and children make good progress towards the early learning goals.
- The children benefit from daily opportunities to play and explore outdoors, which promotes a sense of physical and emotional well-being.
- The childminder is a good role model for the children. They understand the expectations of the setting and are helped to develop independence. This prepares them well for the eventual move on to school.

It is not yet outstanding because

- The systems for observation and assessment are not fully effective to ensure that the next steps in children's learning are sharply focused, to enable children to make the best possible progress.
- The level of information provided to parents about their child's learning and development is not optimal to help them to fully support their child's learning at home.

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 and talked with the childminder about her policies and practice.
- The inspector viewed the rooms and outdoor space used for childminding.
- The inspector took account of the written views of parents and children.
- The inspector looked at children's records, evidence of suitability of adults in the household and a range of policies and procedures, including safeguarding.

Inspector

Elizabeth Clarke

Full report

Information about the setting

The childminder has been registered since 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Westerhope area of Newcastle-upon-Tyne with her husband and two children. The ground floor of the home, the bathroom on the first floor and the converted playroom are used for childminding and there is an enclosed garden for outside play. The family has two pet cats. The childminder operates from Monday to Friday over variable hours to meet family needs. There are currently eight children on roll, four of whom are within the early years age range. The childminder regularly accesses local amenities including toddler groups.

What the setting needs to do to improve further

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

- sharpen the assessment of children's progress so that planning for the next steps in their learning is more precise, to enable them to make swifter progress towards the early learning goals
- enhance communication with parents by sharing more in-depth information about children's progress and their individual next steps for learning, in order to help children make the best possible progress.

Inspection judgements

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

The quality of the teaching is good and, as a result, the children show good levels of interest and are inquisitive and independent learners. The children benefit from a welcoming and inviting environment where they can make independent play choices from a range of toys and resources. This means that the children develop a positive attitude to learning as they are fully engaged and have lots of opportunities to follow their interests. For example, when the children play with jelly, they enjoy scooping and chopping it with spoons and knives. They concentrate well as they carefully transfer it from one container to another, and the childminder skilfully gives them time to explore the jelly and to learn what it feels and tastes like and how it can be moved and shaped. The childminder observes the children as they play and records what they know and can do. She uses these observations in her planning but does not always assess children's abilities against recognised developmental milestones to obtain a precise and accurate view of their ongoing development. This means that while the childminder plans to meet children's next steps in learning, she does not always focus activities as sharply as possible on the areas where they need to develop, to enable them to make the swiftest progress.

The children are able to choose from a range of stimulating toys, materials and resources which are stored on open shelving. This promotes children's independence, interest and motivation to join in. Children have uninterrupted time to play and explore together and the childminder joins in sensitively, fitting in with the children's ideas and preferences. For example, as children play with toy money and a cash till, the childminder pretends to be the customer, buying things from their shop. Her playful approach means that she is able to extend their imagination and creativity and they are able to plan, lead and conclude their own play.

The childminder provides parents with a verbal update each day about what their children have done, and discusses their current interests so parents have some ideas about how to continue learning at home. However, she does not provide parents with regular, detailed information about how well their child's learning and development is progressing. This means that parents are unsure about whether their child's learning and development is within expected limits or what their next steps are, and are unable to fully support their child's learning at home by focusing on the key skills that their children need to develop. Nevertheless, children are making good progress towards the early learning goals. They are confident communicators and display the skills they need for the next stage in their learning, including the move on to nursery or school.

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

The children form a close attachment to the childminder, which means they are confident to seek help and comfort when they need it, and they are obviously very happy and secure in her care. There are effective settling-in procedures, with short visits until children are happy to leave their parents. This means that children make the transition between home and the setting without undue upset. The childminder gathers information from parents before children start, for example, their likes and dislikes, any allergies or medical needs and what they like to play with. This means that the childminder can plan for each child's care and learning needs, they settle quickly and they are confident and motivated to learn. The children benefit from a flexible routine each day which includes lots of opportunities for play and exploration and meeting new friends. The childminder places a high priority on the children's emotional well-being and they are relaxed and content in her care.

The childminder is a good role model and she helps the children to understand the importance of behaving appropriately and of being kind and considerate to others. She uses lots of praise to reinforce positive behaviour and this helps the children to understand the expectations of the setting. When occasional squabbles occur, she deals with them calmly and quickly, explaining how the children's actions might affect their friends. This means that children develop an understanding of the needs of others and their self-confidence and emotional well-being are supported. As a result, they are developing good interpersonal skills and are able to get along with their peers successfully. These skills mean that they are emotionally well equipped for the next stage in their learning.

The childminder places a great emphasis on outdoor play and the children benefit from daily access to local parks, woodlands and amenities. Children have uninterrupted time to

play and explore, gaining crucial first-hand experiences of the natural world and developing a love of the outdoors. The childminder takes every opportunity to promote children's learning through access to natural materials, such as leaves, twigs, stones, water, sand and mud. The children explore their own ideas, finding alternative uses for objects and materials, and developing their physical skills as they run, climb and discover new things. This combined with a healthy diet helps the children to understand the benefits of a healthy lifestyle. The childminder helps children to develop a sense of responsibility as they learn how to keep themselves safe. For example, she explains the danger of running with scissors and children react positively and quickly learn how to use tools safely. The children help to tidy away their toys throughout the day, which keeps their environment clean and safe to use. They also practise leaving the building in an emergency and regularly practise road safety drills when they are out and about. All these activities help them to learn to manage risks, keep themselves safe and prepare them well for the future.

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

The childminder understands her role in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. She has good knowledge and understanding of safeguarding issues and of the agencies that help to keep children safe. The childminder carries out regular safety checks and risk assessments to ensure that her provision is as safe as possible. All adults who live on the premises have undergone suitability checks to show that they are safe to be in contact with children. This helps to protect children. The childminder has a current first-aid certificate and is knowledgeable about how to respond to minor accidents. This helps to ensure children's good health and well-being.

The childminder understands her role in delivering the learning and development requirements of the Early Years Foundation Stage and is sufficiently trained and experienced to do so. However, the systems to monitor the quality of the planning, observation and assessment of children's learning and development are not fully effective and are not regularly shared with parents. As a result, there is room to sharpen the assessment process to optimise planning for the next steps in children's learning and to maximise their progress both at the setting and at home. The childminder is an active member of a local network of childminders, who meet regularly to share good practice and to provide the children with vital opportunities to play and socialise together. This means that the children benefit from frequent opportunities to play and interact with other adults and with children of different ages, while the childminder is able to build on her own practice.

The childminder has positive partnerships with parents. She works closely with them to meet their child's individual needs and shares information about the children's care needs on a daily basis. This means that children are well cared for and are safe and secure. In order to raise standards, the childminder regularly seeks the views of parents and older children in her care and uses their comments to improve her service. This means that any planned changes have a positive impact on the children's care, learning and development.

Parents and children indicate that they are happy with the childminder's approach. For example, the children write that they 'love to come', that they 'do great activities' and that they 'would not change a thing'. The childminder also has good links with local schools and nurseries. She supports transitions for children, both on a daily basis where children attend more than one setting, and as children transfer into school or nursery for the first time. This helps to ensure continuity in children's learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	318877
Local authority	Newcastle
Inspection number	847766
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	08/12/2008
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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