

Inspection date

30/12/2014

Previous inspection date

06/05/2009

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

- The childminder demonstrates a secure understanding of children's interests and accomplishments and plans for them well. This means children make good progress in relation to their starting points.
- Children have clear bonds with the childminder because she is kind and caring towards them. Therefore, they are able to form secure attachments and feel safe in her care, which has a positive impact on their emotional well-being.
- The childminder has a good knowledge and understanding of how to safeguard the children in her care. Her home is safe and secure, she is aware of signs of abuse and knows how to protect children. Consequently, children's safety and well-being are effectively promoted.
- The childminder successfully engages parents in sharing important information about their children. This ensures continuity for children's care, learning and development.

It is not yet outstanding because

- The childminder does not promote children's mathematical skills to their full potential. This is because children do not have a wide enough range of opportunities to see and recognise larger numbers on a regular basis.
- The childminder does not always maximise opportunities for children to make marks so they can write for a number of purposes, and to promote children's early writing skills to the highest level.

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 made observations of the children while they were engaged in activities in the playroom and kitchen.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder, co-childminder and children throughout the inspection.
- The inspector took account of parents' views, through written documentation and the information from the childminder's self-evaluation.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living and working in the home.
- The inspector carried out a joint observation with the childminder.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Gosforth with her husband and two adult children. The ground floor of the home is used for childminding purposes as well as the bathroom on the ground floor. There is a secure rear garden for outdoor play. The childminder works with a co-childminder. She attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 10 children on roll; of these, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6.30pm, 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:

- enhance older children's already good mathematical skills, for example, by providing more opportunities for them to see and recognise larger numbers
- build on the already good opportunities for children to gain more experience of making marks and practise their early writing especially when they are playing, for example, by encouraging them to write their own name on their creative work.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and the areas of learning, and knows how children learn through play. She sensitively observes children and carefully uses what she has seen, together with information gained from parents and others, to plan children's next steps in learning and help them reach their full potential. Each child has their own progress record that contains photographs, written observations and examples of their work. These records are shared with parents on a regular basis. They also provide additional information about what children do while in the childminder's care and are effectively used by the childminder to assess children's progress across all the areas of learning. The childminder provides parents with a short, written summary of their children's development between the ages of two- and three-years-old. This, combined with appropriate arrangements in place to share relevant information with parents, means that both parties are able to work together to close any emerging gaps identified in children's learning.

The childminder models language well so children hear the correct pronunciation of words. She prompts conversation by asking children about events in their lives, such as the presents they received at Christmas. This gives children the opportunity to think, recall past events and order their thoughts before replying. This constant narrative helps to support children's early communication, language and literacy skills very well.

Consequently, children are developing the key skills in readiness for their next stage in learning, including the move to school. Children thoroughly enjoy looking at books; they snuggle in next to the childminder eagerly listening to the story. The childminder effectively develops their listening skills by using props and asking them to find different characters within the storyline. However, older children's early writing skills are not built on fully, because there are few opportunities for them to practise writing as they play, for example, writing their name on their own creative work. Consequently, older children's skills in this specific area are not always supported to the highest level. Young children show a very strong sense of imagination and frequently act out familiar experiences while playing with role-play toys. For instance, children pretend to make meals in the play kitchen.

Children are eager to learn and take part in a wide range of interesting activities. They are challenged during their play because the childminder successfully helps to extend children's progress further. For example, children manipulate, prod and model with play dough. They roll, cut out shapes and make patterns with cutters. Children enjoy joining in with number rhymes and songs and are beginning to use mathematical language in their play, such as 'lots' and 'big'. Older children confidently recognise written numerals up to six. However, there are no visual displays in the environment, to maximise children's opportunities to learn about larger numbers so their learning and interest in numbers is exploited to its full potential. The childminder provides children with a wide range of learning experiences that successfully prepare them for school and their future life. Children regularly play outside in the childminder's garden, and often visit local parks and soft play centres. Consequently, children learn to move in different ways and gain increased balance and coordination.

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

Children are very happy and extremely settled in the childminder's care. This is because the childminder and her co-childminder take time to get to know the children and their families before they begin to ensure they thoroughly understand their routines, likes and dislikes. Consequently, children form very strong emotional attachments with them both. The childminder and her co-childminder are very caring, and children show, by their comments and actions, that they feel safe and secure. Children happily go to the childminder or her co-childminder for any necessary comfort or support, and know that it will be readily given. This supports their emotional well-being and helps them to settle quickly and enjoy their time with them. The childminder works closely with parents and along with her co-childminder, provides a flexible service to meet their needs. Regular discussions with parents ensure they are kept fully informed about their child's day and activities. This means that children's well-being is successfully supported. The childminder has also developed links with other early years providers to make sure children move smoothly from her care to nursery or school. This also provides continuity in children's

care and learning experiences.

The environment is extremely child-friendly. Resources are plentiful and are stored in clearly labelled boxes and containers at child height in the playroom. This enables children to make lots of independent choices about their play and learning. Strong relationships are evident between the children, and younger children are learning that they need to share and take turns in their play. The childminder provides children with a positive role model who actively encourages good behaviour, consideration for others and manners. Children's good health is actively promoted as they enjoy regular access to the outdoors, take part in physical exercise, visit local parks and enjoy healthy and nutritious meals and snacks. Furthermore, children have grown some fruit in the childminder's garden and this has inspired discussions around healthy eating. The childminder supports children well in learning good hygiene practices through everyday routines, such as regular hand washing. In addition, the childminder ensures that self-care skills are very well established. For example, children learn to take off their shoes and dress themselves. Children mix with other adults and children on a regular basis and this helps to develop their confidence and social skills. The childminder places a good priority on children's safety; she is vigilant and supervises the children well. She helps children to learn about how to use equipment and resources in a safe way. They learn about road safety on outings and how to exit the premises in an emergency. 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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that all required information is obtained from parents and is clear about the documentation she must keep. The childminder has attended training and has a strong knowledge of child protection issues. She understands the procedures she must follow if she has concerns about a child in her care. This includes the procedure to be followed if an allegation is made against herself, her co-childminder or another member of her household. Written policies are shared with parents and the co-childminder, and communication between everyone involved in children's care and education is good. The childminder visually checks the premises and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children, both inside and outside the house. Consequently, children are safeguarded well.

The childminder has a good knowledge of the learning and development requirements and how children learn. She has successful systems in place, which enable her to monitor the educational programmes and this helps her to identify areas where children may need additional support or encouragement. Regular communication with parents about home routines and family practices means that a common and consistent approach is adopted. Parents are provided with good quality information about the provision. For example, the childminder's portfolio includes an extensive range of clearly written policies and procedures, in order to make clear the standards to which she and her co-childminder work. Photographs, examples of children's work and shared observations keep parents

informed and help to form a picture of each child's progress. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. Strong links forged with other settings that children attend enables the childminder to accurately meet and understand individual children's needs and support their welfare and learning when they are in her care.

The childminder attends important training, such as paediatric first aid and safeguarding to ensure that she has the required skills to carry out her role. She works effectively with her co-childminder and they collaborate together to support each other's professional development. This has included joint methods of self-evaluation, which identify ongoing areas for further development. This demonstrates a commitment to continually maintain and improve the service that is provided. The childminder has ensured that previous actions and recommendations have been fully addressed and implemented into daily practice. Consequently, children are provided with good quality care and education.

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	502237
Local authority	Newcastle
Inspection number	855490
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	06/05/2009
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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