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| <b>Inspection date</b>   | 19/03/2014 |
| Previous inspection date | 30/07/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 3 |
| 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 how children actively learn and provides a wide range of activities to support them in their learning and development.
- The childminder is well trained in safeguarding procedures. She makes sure children are kept safe and secure, which allows them to move freely and safely throughout the setting and on the numerous outings they engage in.
- The childminder's continual commitment to improving the quality of her practice and provision, through regular training and professional development opportunities, has a positive impact on children's care and education.
- The childminder's secure links with parents, carers and multi-agency professionals ensure children's emotional well-being is fostered well with consistency helping children to make good progress.

### **It is not yet outstanding because**

- The childminder does not always encourage deeper and different levels of thinking as children play. Consequently, the development of skills in learning to think critically are less well fostered.
- There is scope to develop assessments of children's learning further, to enable clearer and better monitoring of their progress.

## 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 and talked with children as they played.
- The inspector held discussions with the childminder, taking her views into account.  
The inspector viewed a range of documents, including training and professional development certificates, relevant policies and procedures, risk assessments and children's learning files and assessments.
- The childminder conducted a joint observation with the childminder.

## Inspector

Janice Caryl

## Full report

### Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult daughter in a house in Cramlington, Northumberland. The whole of the ground floor and two bedrooms on the first floor are used for childminding, while outdoor play takes place in nearby parks. The childminder attends toddler groups and playgroups. She visits the shops and parks on a regular basis. She collects children from the local schools and nurseries. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Friday and is registered to offer overnight care. In addition, she carries out sponsored childminding for the local authority and is a member of Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- develop questioning skills further, to support children in acquiring more critical thinking skills, for example, by asking more open-ended questions and sharing problem solving activities so that thinking is sustained and meaningful
- extend the use of assessments as a tool for monitoring the progress children make in their learning.

## Inspection judgements

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

The childminder provides a good range of activities and experiences that meet children's individual needs and interests. This is because she understands what motivates them so that they enjoy and learn through their play. She establishes good relationships with parents and carers from the outset. Information gathered from them about their children's needs, interests and stage of development, enables her to get to know them better. Subsequent observations completed on children, take the form of photographs in their learning journals. The childminder completes written assessments on children between the age of two and three years of age in the three prime areas of personal, social and emotional development, communication and language, and physical development. These are effectively shared with parents, carers and other professionals as necessary. Consequently, they are kept fully informed and involved in children's learning. Furthermore, any gaps or concerns in their learning or development is identified early and suitably addressed. Older children are assessed in line with the development bands in all seven areas of learning. This ensures effective monitoring of children's progress. However,

there is scope to improve assessments to make them more manageable and consequently and clearer in identifying and supporting children's individual needs and progress.

The childminder encourages children to try hard and persevere, congratulating them on their achievements. This results in children who are enthusiastic and animated in their play. Children excitedly share their photograph albums and talk animatedly about the experiences they have taken part in. She promotes communication, language and recall by reminding them of the events and the people involved. Children learn about growth and development as the childminder helps them reflect back to when they were babies. The resources available support children in making independent choices to meet their individual interests. For example, children choose different jigsaws, completing them quickly and independently. The childminder helps children choose slightly harder ones, so that they are appropriately challenged and make better progress. The childminder supports children in developing their observation skills by comparing the pieces with the picture. They talk about colour and shape, promoting early mathematics. Children's physical skills are developed through practicing hand-eye coordination skills as the childminder encourages them to try and manipulate different pieces when one doesn't fit. Her 'can do' attitude helps children persevere, aiding concentration through active learning. However, she does not always ask questions that promote deeper levels of thinking, such as by talking in depth about the picture or asking children to describe specific features. As a result, opportunities are missed to develop communication and language further and extend children's knowledge and understanding of concepts. Children show pride in their achievements by clapping their hands and bringing other adults' attention to the finished work. This shows their emerging self-confidence and self-esteem. The childminder has a good variety of books and resources that reflect diversity. She helps children wrap the sari on the Indian doll and together they read and look at pictures in a book about India. As a result, children develop early literacy skills while gaining an understanding of the world. The childminder competently prepares children for future learning in nursery and school by teaching children to be independent, self-confident and an eagerness to learn.

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

Children are happy and content in the childminder's care. They confidently use the space to play effectively and access resources showing their security and sense of belonging. The childminder develops strong attachments with children as they giggle, have fun and share cuddles. Children show their emotional attachment as they talk, ask questions and listen attentively to her as they play together. The childminder encourages children to look at photographs of their family, other people in their lives and activities they take part in. Consequently, children make links between different events and learn to appreciate and accept changes that affect them, such as going on holiday or moving settings. The childminder sets clear boundaries and guidelines for children. As a result of her teaching, they learn good manners and respect for each other and the environment. For example, children are encouraged to tidy up after themselves in order to keep the play area safe.

Children are developing an understanding of balancing healthy eating with occasional treats. The childminder provides well balanced and nutritious home cooked meals and

teaches children about the benefits of eating fresh fruit and vegetables on a regular basis. She encourages children to discuss their favourite vegetables and food products. Consequently, children gain a healthy and positive outlook towards healthy eating. Furthermore, the childminder is vigilant in ensuring that children's dietary needs are always met ensuring children's safety and well-being. Although the childminder does not have an outdoor play area, children get lots of opportunities to benefit from fresh air and exercise on a daily basis. For example, children visit parks, go for walks and visit soft play centres. As a result, children benefit by learning about the importance of keeping physically active. The childminder encourages children to be independent in attending to their personal needs. She ensures safety and well-being while allowing them the independence to manage their own self-care. For example, they are self-assured as they ascend and descend the stairs to the bathroom, negotiating them as they gain an understanding of hazards and managing their own risk. In addition, children learn, through effective teaching, the importance of washing hands after using the toilet and before eating meals. Consequently, children are developing good skills for life that promote healthy living.

Children and their parents are supported in preparing for their next stage in learning. The childminder discusses with parents the importance of preparing and supporting children to settle in their new nurseries and schools. She explains to parents how children benefit from moving on, and the advantages of socialising in wider groups. She prepares children by ensuring they are ready physically and emotionally. For example, she introduces children to the new building and describes what happens. As a result, children become familiar with the journey and the layout of the building. Books and stories are available locally so support children further in developing an understanding of what to expect, helping children's awareness and understanding.

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

The childminder has a good understanding of her responsibilities towards meeting the legal requirements in the Early Years Foundation Stage. She is effectively trained in safeguarding and child protection procedures. Her regular liaison with multi-agency professionals means that she is constantly updated with any new developments in legislation and has many opportunities to discuss further support and advice should it be necessary. Consequently, her policies are up-to-date and in line with the latest recommendations from the local authority safeguarding board. As a result, children are successfully helped to be kept safe from harm or abuse. Children are safeguarded further, because robust risk assessments are regularly completed to ensure hazards are minimized within the house and on any outings. Furthermore, the childminder's training in paediatric first aid means that she is competent to deal with minor accidents that may befall children.

Children make good progress towards the early learning goals, as a result of the activities and opportunities the childminder provides to support their learning and development. She monitors children well to ensure that any gaps in learning are identified early. She continually reflects and strives to improve assessment methods. As a result, there is scope

to expand and further develop them to include all seven areas of learning, particularly for the older children in the early years range. The childminder uses the self-evaluation form to reflect on her practice and provision. She identifies her strengths succinctly and expresses her desire to continually improve. This is reflected in the wealth of training and professional development courses she attends. For example, she ensures complete inclusivity and anti-discrimination by attending the relevant courses. Children benefit highly because of training to help her observe, assess and plan activities and suitable environments. Consequently, improvements are continually effective.

The childminder works well with parents and carers. She discusses her provision and explains how she operates, so that impending parents can make informed choices. She shares policies and procedures to help them understand and adhere to the operational management. As a result, they feel fully informed and involved from the outset. Parents and carers show their appreciation by writing poems, letters and thank you cards. They express their gratitude at the care and education that the childminder gives. In addition, they show their appreciation regarding any support and advice given.

### **The Childcare Register**

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|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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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. It will be monitored and inspected within twelve months of the date of this 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     |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                                          |
| Not met |                      | The provision has no children on roll. 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | 506916         |
| <b>Local authority</b>             | Northumberland |
| <b>Inspection number</b>           | 877235         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 30/07/2009     |
| <b>Telephone number</b>            |                |

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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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