

Inspection date	26/06/2013
Previous inspection date	21/04/2009

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 provides a warm and welcoming learning environment which ensures children are happy, enjoy what they are doing and regularly initiate conversations.
- Children enjoy exploring and discovering new things, as the childminder provides interesting and challenging activities in the indoor and outdoor environments.
- The childminder provides a range of stimulating and open-ended resources, such as cardboard boxes and blankets. As a result, children engage in imaginative role play and use language to connect ideas and explain what is happening.
- Children's behaviour is good. This is because the childminder provides clear, consistent messages about behavioural expectations and effectively shares these with children and parents.

It is not yet outstanding because

- There is scope to enhance children's literacy skills and provide further opportunities for them to join in with phrases in familiar rhymes and songs.
- There is scope for the childminder to extend opportunities to support children's use of early number and counting in everyday play.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed children's activities and the areas of the home that they have access to.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safeguarding procedures.
- The inspector took account of written comments provided by parents for the purpose of the inspection.

Inspector

Nicola Jones

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Ashington area of Northumberland. The whole of the ground floor, the front garden and rear yard is used for childminding. The childminder holds an appropriate level 3 childcare qualification.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the 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:

- enhance children's literacy skills further by extending opportunities for them to join in with words and phrases in familiar rhymes and songs
- extend children's mathematical understanding by encouraging them to count the things they see in everyday play-based activities.

Inspection judgements

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

The childminder has good knowledge of the Statutory framework for the Early Years Foundation Stage. She uses this information well to support children's learning and development and has a good awareness of individual needs and interests. A wide range of toys and equipment are available and the childminder talks confidently about stimulating resources she provides to support creativity and open-ended play. For example, children use blankets and cardboard boxes to make beds for their teddies and other soft toys. The childminder makes effective use of her indoor and outdoor environments and provides a range of experiences and opportunities covering almost all aspects of the areas of learning. Activities in the rear yard area enable children to explore, use their senses and gain first-hand contact with the natural world. They enjoy investigating a sensory board with objects, such as mirrors, linked chains and bark, and watch with interest when spiders land and then crawl away. Indoors, resources are arranged flexibly so that children

can explore, build, move and role play. The childminder supports children well, allowing time for uninterrupted play and discovery of new things. As a result, children make good progress, are excited and motivated to learn and are well prepared for the next stage in their learning.

Children enjoy a wide range of creative activities. They explore resources, such as paint and glue, build models using junk boxes and manipulate play dough. This supports the development of their physical skills and enables them to experiment with colour, texture and design. Children's creativity is developed further when they visit the local children's centre with the childminder and engage in messy play activities, such as shaving foam. The childminder ensures children have access to a wide range of fact and fiction books. She carefully selects materials, linked to children's interests and provides time when they can share and enjoy stories together. The childminder supports children's communication and language skills well when she makes comments about the story and asks open-ended questions. This enables children to develop their thinking skills and extend their vocabulary. Children enjoy looking at books independently and talk about the pictures. For example, they point to and correctly name characters in a nursery rhyme book. However, opportunities to extend children's literacy skills further are not fully developed. This is because the childminder does not always provide opportunities for children to sing and join in with familiar rhymes and songs.

The childminder provides a generally good range of activities for children to develop their mathematical skills. She supports them when they play with an electronic till, encouraging them to recognise numerals and use everyday language related to money. Children play with large and small boxes, both in the indoor environment and in the rear yard area. This allows children to develop an interest in shape and space and use words, such as 'inside', 'under' and 'on'. However, opportunities to develop children's mathematical skills even further are not provided. This is because the childminder does not always make such good use of children's everyday play-based activities to develop their early counting skills. For example, encouraging them to count the number of teddies they have placed inside a toy truck.

The childminder has effective planning and assessment procedures in place. This enables her to recognise children's progress, understand their needs, and to plan activities and provide support, where required. Children have individual files containing a range of good quality observations. This information is linked to the Early Years Foundation Stage and effectively shows how next steps in development will be achieved. Children's progress is tracked using Development matters in the Early Years Foundation Stage guidance materials; this ensures strengths and weaknesses are identified and there is a clear link between assessment and planning procedures. Parents have regular access to this information and are kept well informed about their child's progress. Parents welcome the opportunity to share children's learning at home and their interests are often incorporated into daily planning. This means a complete picture of children's development is obtained because all those involved with the child participate fully in the assessment process.

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

The childminder provides an environment for children which is warm, welcoming and safe. Previous actions set by Ofsted have been addressed and the front door is now locked and secure at all times. For example, keys are placed on a high hook when the door is locked and parents wait for the door to be answered before entering the house. The childminder has a good understanding of and gives a high priority to the safety of children. This ensures children demonstrate safe practices as they play. For example, they use equipment, such as scissors safely, holding them away from their body as they cut paper plates. The childminder provides a range of opportunities for children to be independent within her home. They attend to their own personal needs, such as using the toilet, and understand the importance of washing their hands afterwards. Independence is promoted further as the childminder encourages children to put on their clothing and make their own choices from toys and equipment that are readily available and easily accessible.

The childminder provides a caring environment where children develop positive relationships with her. Parents are happy with the quality of service provided and make written comments, such as 'my child is very happy with the childminder and cannot wait to go with her'. Children form secure attachments and show they are content when they independently explore her living room and yard area, initiating conversations and demonstrating friendly behaviour. The childminder finds out as much as she can from parents about children before they begin attending, so that routines can be followed. As a result, children's emotional well-being and physical needs are well supported, particularly when they move from their own home into her care. Effective settling-in procedures further supports this development.

Children behave well in the childminder's home. This is because there are clear procedures in place outlining how the childminder responds to changes in their behaviour. For example, rules and boundaries are shared verbally with children and they receive gentle reminders when appropriate. This information is shared with parents to ensure a joint and consistent approach. The childminder recognises children's need to be active and exuberant and makes very good use of the outdoor yard area. This ensures they have ample time and space to enjoy energetic play on a daily basis. She talks confidently about activities she provides to further support children's all-round development. For example, children enjoy transforming a gazebo into a tent using a selection of blankets. They have fun when they go on outings with the childminder. This further extends opportunities to access fresh air and broadens their knowledge of the wider world. Physical health and well-being is promoted as the childminder provides children with fresh, healthy and nutritious meals and snacks and ensures they can access drinking water at all times.

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

The childminder completes the Ofsted self-evaluation form, demonstrates a strong drive to improve and continually reflects upon the service she provides. She monitors her provision well and ensures improvements made support children's learning and development and meet their individual needs. For example, recent improvements to the outdoor yard area have improved opportunities for children to engage in imaginative role play. The childminder is committed to furthering her professional development and has plans to

attend a variety of training courses, which aim to enhance children's learning over time. The childminder gathers the views of both parents and children. She has informal discussions with parents on a regular basis and encourages them to make written comments, giving opportunities for them to share their thoughts and feelings on the service she provides. Children's perspectives are gathered through talking and reviewing activities, enabling the childminder to gain a deeper understanding of their point of view.

The childminder fully understands her responsibility in safeguarding children and has effective policies and procedures in place to ensure children are kept safe at all times. She demonstrates a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns. She works very well with local authority advisors who provide support and guidance when required. Children are further protected because there are clear procedures in place for the use of cameras and mobile phones. The childminder has a paediatric first aid qualification and keeps written records of all medication administered to children. She has a first aid box, which is accessible at all times with appropriate content for use with children.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure almost all areas of learning are covered in depth and that they provide suitable challenge for children. She reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. The childminder has a good overview of children's progress and has an accurate understanding of all children's skills and abilities. For example, she completes regular summaries of learning, highlighting areas of strength and weakness.

The childminder works effectively with parents. Ongoing discussions take place and relationships are well established. This ensures children's individual needs are targeted and appropriate interventions are sought, if required. She regularly visits her local children's centre where she is able to access advice and signpost parents when appropriate. In addition, the childminder attends drop-in sessions with other childminders in her area. This supports her understanding of the Statutory framework for the Early Years Foundation Stage and helps her to further develop her service.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	507060
Local authority	Northumberland
Inspection number	912078
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	21/04/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

