

Inspection date	24/11/2014
Previous inspection date	22/01/2009

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 happy, settled and have good relationships with the childminder. This means that their emotional needs are well met.
- The childminder develops friendly relationships with parents. This ensures that a regular exchange of verbal information helps to promote consistency in children's care and learning.
- The arrangements for safeguarding children are well established. Detailed policies, action planning and risk assessments are consistently reviewed to ensure that children remain safe.
- The childminder teaches children effectively by providing familiar and regular activities, such as story time and singing sessions. Consequently, children make very good progress in their language and literacy development.

It is not yet outstanding because

- The childminder does not always use opportunities to effectively and further promote children's independence.
- The childminder does not always ensure that parents are aware of key written policies that are implemented in the setting, so that they are fully aware of the procedures followed to support their children.

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 routines and activities in the kitchen and conservatory and had a tour of the premises.
- The inspector looked at the childminder's training certificates, children's learning and assessment records, planning documentation and the self-evaluation form.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents from information included in the childminder's own parent surveys.
- The inspector checked evidence of the suitability of the childminder and household members.

Inspector
Shirley Peart

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who also acts as his co-childminder and their adult children in a house in Wardley, Gateshead. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder visits the local shops, parks and toddler groups on a regular basis. He drops off and collects children from the local nurseries and school. There are currently eight children on roll, six of whom are in the early years age range and they attend for a variety of sessions. The childminding provision 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:

- enhance children's independence further, for example, by supporting them to use scissors by themselves to cut more tricky objects, such as plastic straws
- strengthen partnerships with parents further by ensuring that they are aware of key written policies that are implemented in the setting, so that they are fully aware of the procedures followed to support their children.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Times of the year and festivals are built into the planning, such as, Christmas craft activities, but the childminder also ensures that planning stems from observations of what children do and enjoy, so this is flexible. Therefore, he ensures that plans cover the seven areas of learning, meet children's individual learning needs and match their interests. For example, during conversations with children when they tell him that carrots come from a familiar supermarket, the childminder plans to carry out further planting activities with the children to extend their learning about food and its source. Children take part in a good range of child-initiated play and stimulating adult-led activities, such as, visits to the beach and park, art and craft, singing, baking and story times.

The childminder uses effective teaching strategies and promotes children's learning very well. For example, he is enthusiastic and at children's level at all times. When he asks children if they would like a story they eagerly tell him which stories they want and jump

up on the settee ready to listen and take part. He asks them where he will sit and they happily make a space for him, demonstrating that they are confident and are making good progress in their social development. Children clearly remember familiar stories, as they finish the endings of sentences correctly. They make gestures, do actions and use props, such as spiders and chop sticks, which represent things that they see in the books. They join in enthusiastically stating 'woo woo' to represent the sound of the trains whistle. They use a toy cow, dish and a spoon to recreate familiar nursery rhymes as they join in eagerly and sing familiar songs. When words, such as, 'diamond' and 'star' are sung during a song, the childminder encourages children to run to the shape chart and find the corresponding shapes. These activities are familiar and well known to the children. Consequently, repetitive stories and singing activities embed children's learning successfully, specifically in their language and literacy and prepare them well for school. Activities such as these, have a positive impact on children's learning so that they make good progress.

The childminder is friendly and approachable. He works well with his co-childminder to ensure that parents are well informed. They alternate the pick-up and drop-off routines between each other, so that parents and nursery staff get to know both childminders well. The childminder passes on verbal information at these times, which ensures that parents are well informed. The childminder has a clear understanding of how to monitor children's learning and progress. He completes the progress check for children aged between two and three years and discusses and shares the summary with parents. He uses relevant tracking documents, which help him to establish if children are demonstrating typical development for their age or where he may need to target support along with the parents. He celebrates children's achievements and ensures that parents are informed of this. For example, when pre-school children show a keen interest in learning to read, he shares this information with parents and children borrow the reading books that they use in the setting. This supports continuity in children's learning at home and in the setting very well.

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

The childminder provides a child-friendly, welcoming home for children. He works well with his co-childminder to ensure that they are both well-deployed. For example, designated space, such as, the kitchen and conservatory, are mainly used for children's play. The living room is warm and cosy and provides further comfortable space for children to play quietly and rest. Therefore, if children play in both areas the childminder or his co-childminder are present in the room. The main play area is adorned with educational posters, welcome signs in various languages and number, shape and letter posters at child height. This helps to promote children's learning successfully as they see print and relevant images in the environment. Children enjoy fresh fruit for snacks and parents generally provide packed lunches, which means that children eat food that they like. Children also have easy access to their drinks, which helps to keep them well hydrated. The childminder helps children to learn about the importance of being healthy, when reading stories and when they eat their snack. For example, he talks to them about what is good for you and what will make them 'big and strong.' Children also remember what chop sticks are for, which stimulates conversations about how different foods are eaten and particular cultures that may use them. This helps children to learn about

differences in a positive way.

Children recognise their own self-care needs because the childminder asks, 'What do we need to do before lunch?' and they state, 'Wash our hands.' They also use the park and walk everywhere so that they get plenty of fresh air and exercise. The childminder has carried out written risk assessments for every aspect of any journey and regularly talks to children about road safety. These regular reminders help children to keep themselves safe. Children have short, settling-in visits and the childminder ensures that he liaises closely with parents at this time to ensure he finds out about the children's individual needs. He also uses an, All about me document that helps him to establish children's routines, likes and starting points in their learning. This helps children to feel secure and ensures that they follow the same routines in the setting, as they do at home. Therefore, children's emotional well-being is successfully met as they are helped to cope with the move to an unfamiliar place. The childminder has good relationships with children and he has a natural bond with them. They approach him easily; ask him questions and he joins in their play enthusiastically offering them lots of positive, meaningful praise. For example, when they excitedly show him the snowmen they made from craft materials, he mentions their name and states, 'That is a fantastic snowman.' He encourages children to take turns and consider one another. This means that their behaviour is good and they know the boundaries. The children's independence overall is fostered well. They independently choose what they would like to do during free play. However, sometimes children are not fully encouraged to use child-size scissors by themselves to cut more tricky objects, such as, plastic straws as the childminder does this for them during craft activities.

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

The childminder works closely with his co-childminder. They co-operate, are well organised and share responsibilities. The childminder understands his role in meeting the welfare, learning and development requirements of the Early Years Foundation Stage. He has updated his child protection and first-aid certificate, and is well aware of what to do if he is worried about a child's care or welfare. He is also aware of the requirement to keep Ofsted informed of any changes to the household. The childminder is very safety conscious. He instructs visitors on the fire escape plan, maintains working carbon monoxide and smoke detection and reminds his adult children to lock doors when they leave the premises. This helps to keep children safe. He takes responsibility for writing and up-dating the policies, but ensures that he keeps his co-childminder up to date with any amendments by holding regular discussions with her. Consequently, children are well protected.

The childminder uses self-evaluation effectively to establish what he does well and what he would like to improve. He identifies priorities for improvement, such as, to continue to access training and to keep on top of new technology. The childminder has addressed the one recommendation from the last inspection, which was to update the written risk assessments. These are reviewed annually or whenever there is a change in legislation or a particular need based on practice. The co-childminders regularly observe each other's practice, pass comment on how to improve activities and routines and discuss how

sessions have gone. This ensures that he monitors the provision successfully, alongside his co-childminder, to improve the care and learning opportunities for children.

Many of the children also attend different nursery schools and the childminder is pro-active in working in partnership with nursery staff to ensure that vital information on children's care and learning is exchanged. This is then shared with parents appropriately. There is a good range of written policies. However, the childminder does not always ensure that parents are aware of them to ensure that they know what is implemented in the setting to support their children, such as how children's behaviour is managed. Parents are happy with the provision. They are particularly pleased with how the childminder has helped children to become confident in self-care tasks, such as toilet training and state that, 'Their service is second to none and invaluable to working parents.' The childminder sends out questionnaires to gain regular feedback from parents on the care and learning that he and his co-childminder provide. This ensures that he continues to reflect on what he does well and involves parents, which supports consistency and continuity in children's care and learning.

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	EY200384
Local authority	Gateshead
Inspection number	869706
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	22/01/2009
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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