

Inspection date	30/01/2013
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in the setting because the childminder has a very good relationship with the children.
- Children enjoy a range of activities which means they are motivated to learn.
- Children behave well in the setting because the childminder has clear expectations.

It is not yet good because

- The childminder does not have a current first aid qualification, which impacts on the safety of the children.
- Opportunities to build on children's learning and interests at home are limited because the childminder does not consistently obtain this information from parents.
- Resources for promoting number are limited which means children's progress in mathematics is slower than in other areas of learning.
- The childminder does not yet always work effectively in partnership with local schools which means that children's continuity of care and learning is not fully supported.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 held discussions with the childminder throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation, including children's diaries and policies.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in 2002. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged 20 and 15 years in the residential area of South Shields in Tyne and Wear. The home is situated in a residential area, close to local schools and shops. The whole of the ground floor and the study bedroom on the first floor are used for childminding. There is an enclosed rear patio area available for outdoor play.

The childminder attends several toddler groups and the local children's centre. She visits

the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder is a member of the National Childminding Association.

There are currently nine children on roll, of whom, six are within the Early Years Foundation Stage. Children attend on a part-time basis. The childminder is open all year round from 7.45am to 5.30pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a paediatric first aid certificate is obtained and a current first aid certificate is maintained thereafter.
- improve the regular two-way flow of information between schools and setting to support children's continuity of care and learning.

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

- develop further resources to support children's understanding of numbers and counting
- enhance ways of working with parents to improve the flow of information between the home and setting, specifically with regard to children's interests at home.

Inspection judgements

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

The childminder has a satisfactory understanding of the learning and development requirements for the Early Years Foundation Stage. Observations carried out by the childminder recognise children's interests and next steps for planning and these are linked to the guidance in 'Development Matters in the Early Years Foundation Stage'. However, this is not consistently rigorous to ensure that learning experiences are fully matched to the children's needs. This means that children's progress is generally satisfactory.

Children enjoy a range of enjoyable play activities that reflect the seven areas of learning. For example, children enjoy painting and talking about the colour of the paints and brushes as they work. This means that children are interested in the activities and motivated to learn. The childminder generally supports play well and shows younger children how to use printing sponges and sponge dabbers resulting in children using the equipment independently by the end of the session.

Children enjoy using jigsaws to support their understanding of shape. They talk about the shape and size of objects as they visit the park and play outside. This means that children are developing an awareness of shape. However, there are less opportunities for children to learn about number as resources in this area of learning are limited. There are fewer opportunities for children to engage in meaningful counting throughout the day for example at snack time or getting ready for activities such as painting. Consequently, progress in Mathematics is slower than in other areas.

Children enjoy a range of activities to develop their communication skills. Children use puppets and the puppet theatre to tell the story of the 'Three Little Pigs' with the support of the childminder. Children listen to a range of stories using puppets to follow the story. They listen carefully and giggle as the childminder uses different voices for the characters in the story. This means that children are making steady progress in Communication and Language. The childminder has a good understanding of how to support language skills. She encourages communication as they have conversations about the clothes they are wearing and who they will see later. She takes time to listen to children and repeats and extends their language carefully and as a result children communicate confidently in the setting.

Children have access to a large rear garden for outdoor play and visit the park and soft play regularly and as result are making satisfactory progress in Physical Development. They use Information and Communication Technology to support their learning as children work together using a tablet computer to build pictures of animals. Children enjoy expressing their thoughts and ideas in different ways as they explore paints and printing materials and use puppets and resources to support singing and dancing. This means that children progress well in Expressive Arts and Design.

The childminder has established a satisfactory relationship with the parents. She communicates with parents verbally and has a diary which tells parents what children have enjoyed during their time with her. This means that parents know what their children enjoy in the setting. Parents occasionally contribute to their children's observations in their learning journeys. However, there is scope to enhance these opportunities so that the childminder is able to build on learning and activities that children have enjoyed at home.

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

Children settle into the setting quickly because they have a number of visits beforehand with their parents. An 'All About Me' sheet means that children's needs are met because the childminder knows what the individual care needs of the children are. Children are settled within the setting and have warm and loving relationships with the childminder. They chat happily about what they are wearing and call themselves 'twins' as they realise they are both wearing leggings. Children are confident and operate independently within the setting as they access jigsaws, play sets and books. The storage of resources in clearly labelled boxes supports this. Children know other resources that are available to them and ask for resources such as paints. This means that children are able to learn through

experiences that interest them.

Children develop an awareness of acceptable behaviour as they are reminded to walk in the setting in case they bump their heads. They are aware of the need to tidy up and happily do this before they get other activities out. As a result children learn to move about and play safely in the setting. They learn to play alongside each other as they share resources and take turns when playing games or using the tablet computer. They chat about whose turn it is and support each other as they play which means that children are developing skills that will support them in their future learning.

Children are developing an understanding of being healthy as they enjoy fruit and toast with milk or water for snack. They enjoy a range of healthy homemade meals such as pasta and tomato sauce and sandwiches. They are encouraged to wash hands after using the toilet and before eating. Children are developing an awareness of their own personal needs as they are supported to use the potty and toilet and praised as they succeed. Children have access to fresh air and exercise as they play in the garden, visit the park or soft play and local farms.

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

The childminder has a reasonable understanding of her responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. She has addressed the actions and recommendations of the last inspection and detailed risk assessments are now dated and show who carried them out. Resources such as books have been purchased to develop children's awareness of diverse cultures. There is a suitable programme of activities to motivate the children and allow them to make progress. Assessments are usually matched to the Early Years Foundation Stage and the 'Progress check at age two' has been completed in partnership with parents. As a result the childminder is usually aware when children need more challenging activities.

The childminder has a sound understanding of her responsibilities in relation to safeguarding. She has attended recent training and she knows who to contact if she has a concern about a child. The childminder has clear policies that have been updated and most of the documentation is in place to meet the legal requirements. However, the childminder does not have an up to date first aid certificate, which is a breach of legal requirements both in relation to the Early Years Register and the Childcare Register. She has attended previous training and has a satisfactory understanding of how she would deal with both major and minor injuries. She has taken appropriate action and is booked onto training shortly which will enhance her knowledge further. As a result, the risk to children is minimized.

The childminder has a satisfactory understanding of how to keep children safe in the setting. All visitors sign in and thorough risk assessments are carried out with potential hazards identified and threats eliminated. Safety gates are used to separate the areas used for childminding. This means that potential risks and dangers are reduced.

Self-evaluation is satisfactory. the childminders main aim is to make sure the children are happy and safe. The childminder is keen to improve her practice and has a self-evaluation plan in place which highlights areas for development, such as developing systems to track children's progress and improving resources for Mathematics. She is liaising with other childminders to find a tracking system that works. The childminder has a sound professional relationship with the local authority and contacts them for advice and support when needed. As a result her capacity to improve is satisfactory.

The childminder has a satisfactory relationship with local schools and nurseries. She passes information to the nursery or school when children start, however, there is scope to develop the two-way flow of information. This means that information about children's ongoing interests and learning is not consistently shared and as a result the needs of the children are not always met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the childminder holds an appropriate first aid qualification. (Welfare of the children being cared for)
- ensure that the childminder holds an appropriate first aid qualification. (Welfare of the children being cared for)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. 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	EY235350
Local authority	South Tyneside
Inspection number	819629
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	20/04/2009
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 that are usually their 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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