

Inspection date	21/03/2013
Previous inspection date	09/11/2009

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

- The childminder is dedicated to her role and enjoys looking after children. She attends regular training to help her improve practice so that children are protected and well cared for.
- Toddlers are happy and settled in the childminder's care and they have good relationships with her. Therefore, they feel safe and secure to explore the toys and receive lots of natural cuddles and reassurance.
- Children benefit well from regular fresh air and exercise and they play in a safe, secure home. Therefore, children's health, well-being and welfare is well promoted.

It is not yet good because

- Younger children do not have sufficient creative opportunities to explore media and materials and experience music and songs.
- The childminder does not yet use observations on children as a basis for assessment and planning, to help monitor and track their progress. This means that she does not check if they are showing typical development for their age.
- The childminder does not have a sufficient knowledge of the revised learning and development requirements to enable her to put this into practice fully. This means that observation, assessment and planning is not sufficiently in place to help children make the best progress in the prime and specific areas of learning.

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 to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation including policies and procedures, children's information and parent's questionnaires.
- The inspector held discussions with the childminder throughout the inspection and conducted a tour of the ground floor area used for childminding.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult son and two other children aged 16 and 12 years in a house in Prudhoe, Northumberland. Access to the home is via a number of steps. The whole of the ground floor is used for childminding. The family has a pet dog, which is mainly kept outside.

The childminder attends a toddler group and activities at the local Sure Start centre. She visits the shops and park on a regular basis. She collects children from the local school and nursery.

There are currently seven children on roll, two are in the early years age group and attend on a part-time basis. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and Christmas week.

What the setting needs to do to improve further

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

- develop the programme for expressive arts and design by providing more opportunities for toddlers to make marks, squeeze and feel media, such as paint, gloop (cornflour and water), dough, music and bubbles
- develop knowledge and understanding of how to implement the prime and specific areas of learning and development requirements fully into practice, to further support each child's individual learning needs and interests.

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

- use observations on children as a basis for assessment and planning to help monitor and track their progress in line with their age and stage of development; for example, by using Development Matters in the Early Years Foundation Stage as a guide.

Inspection judgements

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

The childminder's planning of activities and outings is currently based on the days and times children attend, rather than children's individual learning needs and interests. Routines and outings enable children to take part in a suitable range of interesting activities. However, planning is limited to show how children experience the full range of educational programmes across the prime and specific areas of learning. The childminder has a basic knowledge about what each child already knows and can do; however, observation and assessment of children is not fed into the planning, which does not fully support them in the next stage of their learning.

Using community facilities, such as, visiting the Sure Start centre, soft play and toddler groups, enables children to experience different learning opportunities. For example, they explore the sensory room and play with sand and water. However, the planning for expressive arts and design is particularly limited. Therefore, children do not have sufficient opportunities to experience make marks, to squeeze and feel media, such as, paint, gloop (cornflour and water), to sing songs, use dough and bubbles. The childminder has a basic awareness of what toddlers are interested in and what they enjoy doing, such as playing with small world figures like trains, cars and the garage. She also knows that they have favourite books and they will often choose the same one for her to read. Therefore, these resources are readily available to them so that they remain interested and happy.

The childminder does not regularly carry out observations on children as they interact in their play. This means that she has limited information to use as a basis for assessment to help her fully monitor and track children's progress in line with their age and stage of development. She also does not use Development Matters in the Early Years Foundation Stage as a guide to help her track their progress. This makes it difficult for her to plan and teach experiences that are fully matched to children's individual learning needs and follow the areas of learning. However, children make satisfactory progress as she notices that babies and toddlers specifically, make strides in their development, such as, learning to walk and talk. She knows that toddlers communicate by pointing to what they want and she encourages their language development by reading stories and saying familiar words, which they repeat successfully. She provides lots of verbal and physical interaction and eye contact during play, which helps to promote their language development well. Children enjoy sitting on her knee to look at a favourite book and listen to a story. They point to familiar objects in the story that interest them and make good attempts to say and repeat words. They eagerly explore the toys and make good attempts at fitting trains together and move them around the floor. This promotes their physical development well.

The childminder has regular discussions with parents to share what they know about what the children can do and enjoy playing with. They sometimes share resources, therefore, children may bring toys from home, which means that they play with things they like. When the childminder notes that a toddler is interested in a particular story book, the parents take this home to use. This helps parents and the childminder to support children's learning and provide appropriate continuity for their development.

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

Children play in one main room, which is spacious, well-maintained and clean. The childminder does not currently use her garden for outdoor play. However, she takes children out on a daily basis so that they get plenty of fresh air and physical exercise. For example, they visit an indoor soft play centre weekly, go for walks along the riverside and visit the park, which are all within walking distance of her home. She provides appropriate toys in a sturdy toy box that children are keen to explore. Her books are stored on low-level shelving so that children easily and independently choose which ones they want. The range of toys and activities available do not fully cover all the educational programmes, specifically around expressive arts and design and early technology. However, the childminder regularly uses the Sure Start centre and a toddler group on a weekly basis, where children explore and play with a further range of toys and messy play.

The childminder promotes children's good health and prevents the spread of infection by following good hygiene routines. For example, she changes nappies when needed, uses disposable gloves and washes her hands. The local authority has checked her kitchen facilities for food preparation and found this to be meeting requirements. The childminder also holds a valid food hygiene and first aid certificate. This means that children are protected well. She provides separate facecloths for children and as the toilet is on the ground floor, this is easily accessible for older children to manage their own self-care. The childminder provides a range of mainly fresh healthy food in agreement with parents and toddlers have easy access to their drinks in appropriate beakers. The childminder encourages children to drink regularly so that they remain well-hydrated.

Children are helped to settle in so that they make the transition from home to setting effectively. The childminder has a settling in period where she encourages parents to come with their children for short periods, until they feel secure to manage the separation. As the childminder is calm, caring and gentle, the children settle quickly with her. The childminder provides close supervision and interaction and toddler's comfort items, such as dummies, are close by. This means that children develop a strong sense of belonging, which helps them to manage feelings and behaviour. The childminder discusses the children's care routines, diet and what they enjoy doing with parents and she aims to match these routines as best she can. The childminder is sensitive to children's needs. For example, when they wake up after a nap and are unsure she picks them up, gives them a cuddle and offers reassuring words. Children therefore snuggle into her, demonstrating that they have formed secure, warm relationships with her.

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

The childminder has a basic awareness of the changes to the Statutory Framework for the Early Years Foundation Stage. However, she does not have a sufficient understanding of the revised learning and development requirements to enable her to put this into practice fully. She does not yet use observation and assessment effectively to help her plan activities around the prime and specific areas of learning. This means that she does not fully monitor children's learning and development to help her focus on their individual interests and abilities. However, she is keen to develop her knowledge and understanding

further and will book onto relevant courses in the near future to help her with this.

The childminder maintains well-organised files and information that underpin her practice. For example, written policies and procedures are shared with parents so that they are aware of her responsibilities. Although she does not use the Ofsted self-evaluation form to help her target priorities for improvement, she does think about what she does well and what she would like to improve. For example, she is hoping to extend and use the garden area to give children more outdoor opportunities. She also regularly attends relevant courses to help her improve, such as, developing practice, food hygiene and child protection. She also asks for parents feedback in the form of questionnaires. This shows that she has appropriate capacity to improve to benefit the children's care and learning. She has successfully met the actions and recommendations from the last inspection, which has helped to improve paperwork and partnerships with parents.

The childminder engages parents in their children's care, development and learning appropriately by passing on regular verbal information. Parents also inform her about what their children do at home and what they enjoy. The set statements on the parents questionnaire are all positive, which shows that parents are pleased with the provision. The childminder indicates that if parents are happy to bring their children, then she knows she is providing a good service for them. She knows what to do if there are any concerns or complaints and her Ofsted certificate and information poster is prominently displayed should parents wish to contact them.

Safeguarding procedures are good because the childminder has a sound understanding of how to protect children. She knows what to do and who to contact if she has concerns about a child's care or welfare. She has a good safeguarding policy in place, ensures that once children living in the home reach 16 they are vetted by Ofsted and she keeps her home safe for the children. For example, she maintains a secure, uncluttered environment, a clear evacuation plan is displayed and discussed and practiced regularly with the children and fire control equipment is easily accessible. Daily safety checks are also carried out and children are closely supervised to protect them from harm.

The childminder works within her equal opportunities policy and welcomes all children into her setting so that no one is excluded. She understands the importance of supporting parents and children if they need any specific care to meet their individual needs. The childminder works generally well with providers of other early years settings when children attend two provisions. She exchanges verbal information and has previously used relevant documentation to help her gain further information on children's progress. She always makes sure that she passes on relevant information from nursery to the parents when they collect their children. This ensures that appropriate consistency and continuity is in place to support children's overall care, welfare 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	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	EY242133
Local authority	Northumberland
Inspection number	819656
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/11/2009
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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