

Inspection date	08/12/2014
Previous inspection date	10/11/2009

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's quality of teaching is good and she effectively supports children's learning well. Consequently, children's progress is steadily growing.
- The childminder effectively promotes children's emotional well-being. As a result, children are confident and demonstrate a strong attachment to the childminder.
- Children are safe because the childminder has a secure knowledge and understanding of safeguarding practices.
- The childminder makes good use of local community facilities to support children's learning and development.
- The childminder has established good partnerships with parents, which contribute to meeting children's individual needs.

It is not yet outstanding because

- The monitoring and tracking of children's progress is in its infancy and requires strengthening to ensure that children's future progress develops at a steady pace and any gaps in children's learning are quickly identified.
- Younger children's ability to make more independent choices in their play are not fully maximised because some resources, such as treasure baskets and natural materials, are not consistently available for them to explore and investigate.

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 children playing in the living room and kitchen.
- The inspector held discussions with the childminder, the assistant and the children during the inspection.
- The inspector looked at children's records and discussed the systems for the monitoring of children's progress.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of suitability of those living or working on the premises, the policies and procedures for the setting, and discussed the monitoring process and evaluation systems that support the service.
- The inspector took account of the statements provided by parents of the early years children attending the setting.
- The inspector had a tour of the premises during the inspection.

Inspector

Carys Millican

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is registered as an assistant, and four children in a house near Hexham, Northumberland. Children have access to the whole of the ground floor. There are side and rear gardens available for outdoor play. The childminder attends activities in the local community and takes children on outings to shops and parks close by. She also collects children from the local schools and pre-schools. There are currently nine children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates from 6.30am to 7.30pm, Monday to Friday, for 48 weeks of the year. She holds a level 2 Teaching Assistant qualification and is a member 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:

- strengthen the monitoring and tracking processes to ensure children are progressing well and there are no gaps in their development that require help from professional services
- review the organisation of toys and resources so that younger children can readily access items to make more independent choices in their play, for example, treasure baskets and natural materials that they can investigate and explore.

Inspection judgements

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage and therefore, promotes children's learning and development well. Children benefit from a good balance of adult-led and child-initiated activities, and they follow a familiar routine so that younger children feel relaxed and secure. The childminder seeks to help children reach their full potential and works with parents to gather information from them to support their children from the very start of any arrangement. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a positive environment in which children can learn and play. This helps them to feel valued, safe and empowers older children to make decisions and to discuss ideas. As a result, they enjoy themselves and have fun as they play. The childminder completes simple observations during activities to make assessments of their abilities and to move them forward using the next steps in their learning. The childminder's sound knowledge of children is gained through observing and assessing their development as they play and

this results in her providing experiences that match their learning needs.

The childminder has high expectations of children she cares for. She constantly talks to them at their level to help develop their language and communication skills. The childminder gives children the opportunity to extend their personal, social and emotional development by involving them in group activities. For example, children enjoy attending music and movement sessions, which are held in the local village. She continues to develop children's enthusiasm for learning by inviting them to sing and play musical instruments in the home. Children shake rattles and bells supported by the childminder while singing familiar nursery rhymes and action songs. Older children enjoy craft activities and creative opportunities to paint and make things in the kitchen. Evidence of children's work is creatively displayed on walls and doors, which promotes their self-esteem and sense of belonging. The childminder engages with parents on arrival where they enthusiastically tell her what their children are doing at home. The childminder uses this information to further support developmental skills, such as encouraging younger children to walk back and forth between her and her assistant. She praises children for their achievements and this positive reinforcement encourages them to repeat the process. Younger children enjoy sensory play through the provision of natural materials, objects and treasure baskets. However, these resources are not always accessible for younger children to independently help themselves to, so their choice and decision making is not maximised from an early age. Children enjoy touching and squeezing the spiky plastic balls, which light up when bounced or rolled across the room. They watch what the childminder does to make it work and try to repeat what they see. Children enjoy the comforting snuggling into the childminder while looking at books and they fall asleep in her arms with ease. The environment and atmosphere created by the childminder plays a big part on children's disposition. The red 'aura' from the lights and furnishings creates a very relaxed and restful place where children play happily and have lots of fun.

The childminder teaches children about festivals that are celebrated throughout the world, such as, Chinese New Year, Remembrance Day, Diwali and Christmas. Children have access to a range of toys, which help them to learn that they have similarities and differences that connect them to, and distinguish them from others. In addition, children handle interactive toys to support their learning of how things work. They are provided with good opportunities to play outdoors to develop their physical skills, balance and coordination, and children enjoy using their imagination when dressing up during role-play. Parents obtain information and photographs of their children with the childminder using a secure electronic application on their mobiles. They talk to each other on arrival and at collection times to discuss what children have achieved during the day and discuss how parents can continue to support and extend children's learning at home. This combined assessment of children's achievements informs younger children's progress records, including the progress check for children between the ages of two and three years. As a result, parents are kept fully involved in their children's learning. The continued combined support for children over time through routines and activities promotes their learning, independence and their self-care skills in readiness for school.

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

The childminder has established a strong and positive attachment with children in her care. She fosters this well because she has good arrangements in place for settling in. For example, when children first start, they gradually build up the length of time children are in her care. This results in happy and content children who feel safe and secure in this family home. The childminder provides a stimulating and welcoming learning environment to cater for children's emotional well-being and all-round development. Through lots of positive praise, the childminder supports children's confidence and self-esteem. She portrays a good role model and provides consistent boundaries with all children. This supports their understanding of what is acceptable behaviour and what is not. Children receive stickers for good work, which they place in their folders or stick on to their clothes. They learn how to be kind and respectful towards others and learn to tolerate each other. The childminder spends time with all children and includes them all in activities so that they feel special and valued. This results in them developing a positive self-image and sense of belonging.

Children have good opportunities to be independent appropriate to their ages. For example, they are encouraged to help to tidy away the toys before snack time and older children pour their own drinks. The childminder promotes children's health well. She works with parents to gather information about allergies and dietary needs to ensure that all children are well nourished. Younger children have their nappies changed before meals, so they are comfortable while sitting on the childminder's knee to have a drink and a jar of fruit puree. Posters are displayed on the kitchen walls linked to healthy food and snacks. As a result, children learn about healthy eating. Through daily routines, such as hand washing, children develop their self-care skills as well as learn about the importance of good hygiene practices.

Children have opportunities to explore the world and natural environment around them. They visit places of interest as they go out and about into the local community. For example, they visit the local park and playground, and visit the shops and local library. Children benefit from visits to a number of pre-school groups, which enable them to develop their confidence by trying new experiences and socialising with others. These activities provide good opportunities for fresh air and exercise, and provide experiences for children to mix with others. Children learn about risks while on outings and they learn how to cross the road safely. The childminder completes risk assessments to minimise any potential hazards to children. This contributes to their continued safety and well-being. Children learn how to look after themselves because the childminder shows them how to use resources safely and incorporates safety into their play. Emergency evacuation is planned and practised regularly, and contributes to a proactive approach towards helping children to understand how to keep themselves safe.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good awareness of her role and responsibility to protect children and knows the procedures to follow in the event of a concern about a child in her care. The procedures match the written policy and procedures as required for the Childcare Register. They are kept up to date with any recent changes by the childminder who makes sure that her assistant is fully aware of the procedures and understands them also. The allegation procedure is recorded, as is whistleblowing and the details for the use of mobile phones. All these systems ensure children's safety. Children are carefully supervised and benefit from the childminder's commitment to keeping them safe. For example, she uses comprehensive risk assessments and carries out regular checks to effectively monitor the safety of her home, gardens and outings. Access to the premises is monitored and the front gate is heavily padlocked to prevent children from leaving unsupervised. The family members, who require it, have completed vetting procedures to verify their suitability. Visitors to the childminder's home have their identity checked and their attendance is recorded. These processes ensure that children's safety is fully assured.

Evidence in children's files show how children grow and flourish under the care of the childminder and her assistant. The childminder gathers information from parents and uses it as a starting point for her to plan appropriate activities to extend their progress and learning. The childminder knows children well and what she needs to help them with next. She recognises the importance of planning, observation and assessment, and how this gives her a clear picture in terms of supporting children as they move forward in their learning. The childminder also understands the importance of identifying any gaps in children's progress so that help is obtained quickly if required. However, the childminder's records show that she does not track or monitor children's development on a regular basis, except for the progress record, which she completes with parents between the age of two and three years. As a result of this, children's progress and the next steps in their learning are not as clearly identified over time.

The childminder has made a start in enhancing her own professional development by attending additional training to keep her knowledge up to date. For example, she has completed food hygiene, concerns regarding child development, and she has recently gained a level 2 Teaching Assistant qualification. The childminder regularly reflects on her practice to identify areas for future improvement. This includes addressing the recommendations made at the last inspection. The self-evaluation tool is used effectively to identify the childminder's strengths and areas for improvement. She includes information from parents, her assistant and children she looks after. As a result, the childminder demonstrates a strong commitment to maintaining continuous improvement. The childminder meets children's needs well because she works closely with parents. There is good communication in place with regard to children's well-being and achievements. This ensures a strong link between home and the childminder is maintained. As a result, partnerships with parents contribute well to meeting children's needs. The childminder has a clear understanding of the importance of working in partnership with other professionals. She has developed effective links with the local school and pre-school to ensure that children receive a consistent approach to their care, learning and development.

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	EY273502
Local authority	Northumberland
Inspection number	860850
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	10/11/2009
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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