

Inspection date	30/10/2014
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 build close relationships with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement successfully promote their confidence and self-esteem.
- Children take part in many fun activities, which help them make good progress in their all-round development. This is because the childminder knows them very well, understands how they learn and provides meaningful experiences that she knows they will enjoy.
- The childminder has a good knowledge of the Early Years Foundation Stage. She uses observations to plan activities, which supports children's learning and development. As a result, all children make consistently good progress.
- The childminder has a good understanding of safeguarding and child protection procedures. She promotes a safe and secure environment as she effectively minimises all risks and hazards.
- The childminder has a positive relationship with parents and shares information with them on a regular basis. As a result, parents are kept well informed about their child's care, learning and development.

It is not yet outstanding because

- Occasionally, the childminder does not allow enough time for children to respond to questions to further develop their critical thinking skills.

- The environment is not rich in print to help children further develop their early reading skills and interest in the meaning of words.

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 looked at a range of relevant documents and viewed the areas of the premises used for childminding, including the outdoor area.
- The inspector observed routines and activities in the playroom, kitchen and outdoor area.
- The inspector checked evidence of suitability of the childminder and household members.
- The inspector took account of the views of parents and spoke to the childminder at appropriate times during the inspection.

Inspector

Maureen Sheekey

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 11 years in Newcastle Upon Tyne. Two rooms on the ground floor of the house are used for childminding, along with a toilet that children can access independently. There is a fully enclosed outdoor area. The childminder regularly takes children to museums, parks and shops. She occasionally attends toddler groups, particularly in the winter months. She takes and collects children from the local schools. There are currently 15 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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 critical thinking skills by allowing them enough time to respond to questions during activities
- extend opportunities for children to begin to understand that print carries meaning, for example, by ensuring words, signs and numbers are always used within the environment.

Inspection judgements

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

The childminder has a good knowledge of how children learn and provides a range of learning and development opportunities across all areas. As a result, children make good progress and are developing the key skills they need in preparation for their eventual move on to school. The childminder's practice is based on a detailed knowledge of each individual child's stage of development. This results in the effective planning of interesting and stimulating learning activities. There is a wide range of suitable resources, including books, role play, creative materials and jigsaws puzzles, which develop children's learning. However, the area is not rich in print, signs or numbers to further encourage the children's interest in words and early reading. The childminder makes great use of the outdoor area. For example, the children took sponges outside to soak with water from the outdoor tap, with a plan to throw them at the wall, developing their physical skills. During this activity, the childminder was confident in allowing the children to follow their own interests. For example, when one of the children decided to wash the walls, she supported this, actively encouraging different learning styles, building self-confidence and the

children's desire to make independent choices.

The childminder is very experienced in how she teaches children. For example, she consistently supports young children's conversations by repeating words they say and introducing new ones. However, although careful questioning helps the children to think about new ideas, the childminder does not always give them the time they need to respond before giving them the solution. Therefore, she is not always supporting them to develop their critical thinking skills. Snack times are used well to develop children's knowledge, vocabulary and social skills. For example, the children ask why there are no raspberries today, which leads to a discussion about the seasons. The children listen carefully and understand how to take turns in conversation. This is also observed during a baking activity that the children are very engrossed in. This results in good behaviour and everyone enjoying the activities because children know how to interact and cooperate positively with each other.

The childminder accesses a number of local amenities including museums and parks, this takes place on a very regular basis. The children were familiar with going out, for example they talked excitedly about going to the park after lunch and choosing the resources they were going to take with them, building on their opportunities to follow their own interests and make independent choices. The childminder records observations of each child, in order to plan for their future learning and development. Learning journals, containing photographs and observations of what children do, are completed and children's development is tracked to make sure they are making good progress. This results in a record of each child's learning and development, which is shared with parents. Clear assessments detail links to the early learning goals and next steps, resulting in parents having a clear understanding of how well their child is progressing.

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

Children have formed excellent relationships and secure attachments with the childminder. They are very happy and settled in her care. The childminder creates a warm, friendly and welcoming environment, which effectively supports the children's all-round development and emotional well-being. The good range of resources enables the children to engage in purposeful play. They are clearly comfortable and feel self-assured in their surroundings. As a result, children show high levels of independence and confidence for their age and stage of development. The childminder gathers information from parents before children start to ensure a smooth settling-in process. She has established successful links with parents and local primary schools to ensure children feel secure when preparing to move to school.

The childminder acts as a positive role model as she successfully manages children's behaviour. She uses a number of effective strategies to reinforce appropriate behaviour according to the children's age and stage of development. For example, the childminder uses a very calm and consistent manner when explaining why something is not appropriate. As a result, children's behaviour is good and they understand how to care about each other. They are well mannered as they have a strong understanding of the expectations and boundaries within the setting. Children are consistently praised and

encouraged, which develops their self-esteem and ensures they feel valued and appreciated. The childminder encourages the children to be kind and considerate to each other by sharing and taking turns. Children have an excellent awareness of keeping themselves safe as the childminder provides support and reinforcement throughout their activities. For example, children regularly discuss fire evacuations with her at mealtimes, talking about the different exits depending on where the fire is.

Children are encouraged to be independent learners and to manage their own personal needs. They select their own resources, wash their hands before baking, snack and lunch time. The childminder provides children with a variety of home-cooked, nutritious meals to develop their understanding of healthy eating. This is extended further as she talks about the importance of healthy eating throughout the children's activities. For example, the children visit the local fruit shop to choose the fruit for their snacks. There are excellent hygiene practices in place, and the children access the bathroom independently, which ensures they develop their self-care skills. Children enjoy very good opportunities for physical play to enable them to be active and develop their coordination skills and the confidence to assess their own ability and to take safe risks in their play.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. As a result, children's safety is well promoted. The premises are secure and well maintained. The childminder uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision at all times. The childminder has recently completed safeguarding training to update her knowledge, so that she is aware of the signs and symptoms which would alert her to any child protection issues. There is a clear safeguarding policy in place and the childminder is confident about the action she would take if she had a concern about a child in her care. This means that she knows how to help protect children from potential harm. The childminder keeps records of children's attendance. She is aware of her responsibilities when administering medication.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure that all areas of learning are covered and uses observations and assessments effectively to monitor progress and plan the next steps in children's learning. The childminder is committed to developing her skills and knowledge. She does this through self-directed study, meeting with other childminders and attending courses whenever this is possible. The childminder links with the local authority and other providers, which further demonstrates her commitment to improving her already good practice. The childminder has a parents' poster displayed in the playroom, on which the current Ofsted address and telephone number are included, ensuring the recommendation from the previous inspection has been successfully addressed.

The childminder has developed good relationships with local schools and information is shared to support learning, progression and smooth transitions. She understands that

developing strong relationships with parents and external agencies has a significant impact on children's learning. She builds and maintains partnerships with parents through taking time each day to discuss their children's care needs and learning experiences and achievements. The childminder has a wide range of written policies and parents have access to these in order to understand how the setting operates and how to make a complaint should the need arise. Parents sign the policies to confirm they have read and agree with them. They speak very highly of the childminder and are very happy with the service she delivers. Some parents have chosen to keep their children with the childminder instead of sending them to nursery as they feel extremely happy with the care and learning she provides.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY301127
Local authority	Newcastle
Inspection number	848879
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	13/01/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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