

Inspection date	28/06/2013
Previous inspection date	03/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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, motivated and eager to learn. They show high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- Children's language development is given a very high priority. The childminder is confident in extending children's vocabulary and they enjoy favourite books together.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children are able to use all areas of the downstairs and the garden in their play.
- Relationships with parents and families are good. Daily discussions, shared diaries and learning journals keep parents and the childminder fully informed about the children's recent experiences and events.

It is not yet outstanding because

- There is scope to further improve the education programme and the observations and monitoring of children's learning to ensure the prime and the specific areas of learning are comprehensively covered to ensure consistency.

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 activities in the main downstairs rooms and viewed the facilities for outdoor play including the garden and patio area.
- The inspector spoke with a parent, the childminder and the children at appropriate times throughout the observations.
- The inspector looked at children's learning journals and children's records.
- The inspector checked evidence of suitability and all documentation including policies and procedures.

Inspector

Angela Andrews

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 10 and five years in a house in the residential area of Lowfell, Gateshead. The childminder uses the living room, dining room and conservatory on the ground floor, the bathroom on the first floor, the rear patio and outdoor area for childminding.

The childminder attends toddler groups and the local children's centre for creative activities and use of the sensory room and toy library. She visits the local parks, library farm and soft play on a regular basis. She takes and collects children from the local school.

There are currently eight children on roll, six are in the early years group, who attend for a variety of sessions and two school-aged children who attend before and after school. She provides care from 7.30am to 6pm, Monday to Friday for 48 weeks of the year.

What the setting needs to do to improve further

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

- expand the planning of activities and the observations of children's learning to ensure the prime and specific areas of learning are consistently covered in sufficient depth and breadth over time
- extend the use of guidance, such as Development matters in the Early Years Foundation Stage to further aid consistency for monitoring children's progress, to ensure they reach or exceed expected levels of development.

Inspection judgements

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

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by the childminder, who has a good understanding of how to engage and capture their interest and recognise fully that they learn through play. Teaching is strong and the childminder skilfully intervenes and extends children's learning during child selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. Children are interested and keen learners and are making good

progress in their learning against the typical range of development expected for their ages. The skills they acquire ensure that they are well prepared for school and future learning.

Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during play and supports children with their vocabulary. Children's early mark-making skills are developing well and drawing and creative activities enable them to express their own creativity. Language development and early reading skills are given a high priority and there is a big emphasis on books. There are lots of opportunities to talk about and read favourite books. Their love of books is enhanced as the childminder reads to them, responding to their requests for their favourite story book. Whilst reading the book there is lots of interaction and questions. The childminder encourages children to handle books carefully and to know that print carries meaning and in English read from left to right and from top to bottom.

Children are encouraged to count and to use number names and number language throughout their play and routines. Visits to local amenities, such as the park and toddler groups, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. Children also have opportunities to make good use of programmable toys. They showed skill in making the toys work by pressing parts to achieve effects, such as music and other different sounds.

The childminder is aware of the progress checks at age two but has not yet needed to implement it. There are improved systems in place to observe and assess each child's progress in assessment records and this information plans the next steps of learning. However, there is scope for further improvement to ensure the prime and specific areas of learning are covered in additional depth. Parents contribute to assessments, shared diaries and learning journals by sharing information about their child's learning at home.

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

Children feel very secure with the childminder, who takes care to ensure she obtains information from parents about likes, dislikes and children's routines. The childminder takes time to talk to children throughout the day so that they feel special and valued and her knowledge of their needs is very clear. The childminder engages in children's play but is also skilled at knowing when to stand back to let them lead their own play. The childminder knows what children like playing with and ensures that those toys and resources are easily accessible. Excellent relationships exist between the children and the childminder. When engaging with children, the childminder ensures that she is at their level, always maintaining eye contact with them. This results in children responding with enthusiasm to her. Children love the cuddles and close contact at quiet times.

Behaviour is very good. Children are helped to understand what acceptable behaviour is and that to share and respect each other is important. They are developing good self-care skills and are becoming more independent. Children are encouraged to take responsibility

for putting toys away and generally clearing up after themselves. They have healthy meals and snacks and make choices about the food they eat. Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play with regular trips to the local park.

The childminder has outings to a toddler group and children's centre, which helps children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare for the next big step in their life, such as starting at the local nursery.

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

The childminder sets high aspirations for quality. Her capacity to improve is exemplified in the way she has addressed recommendations at the last inspection. The childminder reflects on her practice, sets targets and plans future training. She liaises with local childminders and supportive children's centre staff to share information and keep her practice informed. She has completed training, including first aid and child protection and updates her knowledge through specific courses, such as food safety and hygiene, and health and safety courses.

Planning and systems to observe and assess each child's progress in assessment records and learning journals have improved. They show the next steps of learning and that children are developing well. However, there is scope to further improve the observations of children's learning and planning activities to ensure they are consistently covered in sufficient depth and breadth. Also to extend the use of Development matters in the Early Years Foundation Stage to consistently monitor children's progress to ensure they reach or exceed the expected levels of development. Procedures for parents to be able to review their children's progress are good. Parents are encouraged to contribute to assessment, shared diaries and learning journals by sharing information about their children's learning and development at home.

Arrangements for safeguarding children within the provision are strong. Risk assessments are exemplary and are carried out daily. They minimise risk in the childminders well organised home. The childminder has created an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence.

The childminder has positive relationship with parents and regularly shares information about children's routines and the activities through daily discussions, shared diaries and learning journals. This enables parents to be fully informed of their children's learning. She gives parents and children questionnaires to obtain their views about the setting and they are positive. Previous thank you cards and letters from parents express their satisfaction with the service provided. Relationships with other providers delivering the Early Years Foundation Stage and local schools are very good and this promotes continuity in children's care.

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	EY320779
Local authority	Gateshead
Inspection number	820533
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	03/03/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

