

Inspection date	4 February 2015
Previous inspection date	5 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not consistently encourage parents to share information about their child's learning and development at home. Consequently, the childminder does not have comprehensive information to help her plan children's experiences effectively.
- The childminder does not provide children with sufficient opportunities to be able to fully use their home language, because she does not collect key words from parents and provide opportunities for them to use these in their play and learning.
- The childminder does not make best use of the outdoor learning environment during cold or wet weather.
- Children lack quiet time in the childminder's home without background noise; this sometimes distracts them from concentrating and channelling their attention on activities.

It has the following strengths

- The childminder monitors children's progress using observations and assessments. She uses this information along with children's starting points to help all children make sufficient progress towards the early learning goals.
- The childminder provides all children with lots of praise and encouragement for their good behaviour, effort and achievement. As a result, children are motivated to behave and cooperate, and they demonstrate good self-esteem.
- The childminder completes written risk assessments and daily checks of the space inside and outside, which is used by children. This ensures that any hazards are appropriately identified and minimised for children.
- A good range of toys are easily accessible to children, which means that they are able to make independent choices.

What the setting needs to do to improve further

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

- develop partnerships with parents, encourage parents to share more information about children's experiences, progress and achievements, and then use this information to accurately shape children's learning experiences
- promote languages spoken by children by providing interesting opportunities for children to use and hear their home languages as they play and learn
- improve the way the outdoor environment is used during cold or wet weather so children have better opportunities to explore and develop their physical skills.

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

- improve opportunities for children to concentrate and channel their attention by keeping background noise to a minimum, with particular regard to not having the television on at all times and using it only for specific purposes.

Inspection activities

- The inspector observed activities and discussed these with the childminder.
- The inspector looked at children's records, observation and assessment files and a selection of policies.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector took account of the information from the settings self-evaluation.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Janet Fairhurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder appropriately supports children by instinctively engaging in their play and by providing toys which they enjoy. She promotes children's development in communication and language. For example, as young children babble, she listens to and acknowledges their efforts to communicate. However, she does not ask parents for words in children's home languages. This means children who speak English as an additional language cannot hear words which are familiar to them, helping them feel that their home language is valued. The childminder models play. For example, she starts to complete a jigsaw puzzle and the children join her and work together to complete the picture. As a result, children develop confidence, begin to solve problems and gain some of the skills they need in readiness for school. However, the childminder does not recognise the noise from the television distracts them because it is constantly switched on. The childminder does not actively encourage parents to share their views about what their children know and can do. Consequently, detailed information is not gathered to effectively assess children's starting points and to inform the planning of activities to help children make good progress in their learning.

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

The childminder's flexible settling-in procedures enable children to adjust to change gradually and in ways that reflect their needs. She reassures children due to move on to nursery or school by talking to them about what to expect. Also, she encourages them to learn some of the basic skills that they will need, for example, how to put on their shoes independently. Consequently, children are emotionally and physically prepared for the future. The childminder frequently praises children, consequently, children's confidence and self-esteem is growing. Children's good health is promoted as they are offered appropriate snacks and meals. However, during inclement weather children do not go outside as often. Consequently, opportunities to be physically active are not fully exploited. The childminder uses practical situations to teach children about safety and taking risks, for example, road safety is practised regularly.

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

Children are safeguarded as the childminder has suitable knowledge and understanding of the safeguarding and welfare requirements. The childminder's suitability and that of her assistant have been checked. Although the assistant is rarely called upon to care for children the childminder is clear about monitoring the quality of her assistant's practice. This means the children benefit from a satisfactory quality of care. The childminder has considered some priorities for improvement. For example, she has identified training to help her develop her skills in observation and assessment to promote children's learning. She has forged appropriate relationships with parents and is confident in sharing details about children's care and welfare needs. Furthermore, she is aware of the importance of working in close partnership with any others involved in children's care and education.

Setting details

Unique reference number	EY342612
Local authority	Newcastle
Inspection number	873398
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	5 May 2010
Telephone number	

The childminder was registered in 2006 and lives in Kenton, Newcastle upon Tyne. She operates all year round from 6.30am to 8pm, Monday to Friday, except bank holidays and family holidays. The childminder occasionally works with her husband, who is registered as an assistant.

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