

Inspection date	17/12/2012
Previous inspection date	05/02/2010

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

- The childminder safeguards and promotes children's welfare effectively. She provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them to make good progress.
- The childminder has a good understanding of how young children learn and provides a wide range of opportunities to promote children's learning through play.
- Children's self-esteem and confidence is encouraged through the childminder's consistent use of praise.
- Warm, caring relationships have been formed, which results in children that feel happy, settled and secure.

It is not yet outstanding because

- Opportunities for the childminder to share what she does with children and how they are developing in her care with other providers that children attend, are not fully in place.
- Children have fewer opportunities during winter to practice moving outdoors in different ways.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 toured the premises with the childminder.
 - The inspector observed activities in the home.
 - The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, evidence of first aid training,
- public liability insurance, and risk assessments of the indoor and outside environment and a range of other documentation.

Inspector

Lynne Pope

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, nine and one year in a semi-detached house in the Houghton-Le-Spring area of Tyne and Wear. The whole of the ground floor, the bathroom and rear bedroom on the first floor and the rear garden are used for childminding. The family has a dog.

The childminder attends a toddler group and the childminder network group at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information about children's learning and development when with the childminder, with other providers that they attend
- develop the educational programme for physical development further, by planning daily outdoor activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.

Inspection judgements

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

Children's progress in their learning is good, in relation to their starting points, because the childminder has a good understanding of how to plan suitable activities for the individual child. Regular routines are followed, such as attending the childminder network group, so that children learn to mix with others. Observations of children's play are recorded, both in writing and with a photograph, and are carefully matched to the seven areas of learning. This information is used by the childminder to assess quarterly where each child is in their development, which helps her to effectively plan suitable challenging activities. Parents are shown the record regularly, which enables them to continue their child's learning and development at home.

Children are active learners and are involved in and concentrate on their chosen activity for increasing periods of time, such as art and craft activities. This involves them in sticking and drawing where they name the shapes they draw, such as a circle. The activity is open-ended, which means that children choose what they would like to do with a particular resource and express their own ideas. Children are confident talkers, explaining what they are doing during the activity while being ably supported by the childminder. For example, the childminder asks children about what colours they are using and names

them when they do not recognise them. From the childminder's observations, she understands that now children can count from one to five that the next appropriate step will be for them to count up to 10. This results in children that are challenged in their activities.

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

Children are happy, settled and confident in the childminder's care. This is due to well organised settling-in procedures. Children visit the home, so that the childminder can get to know them and so that they can become familiar with the environment. This results in a smooth transition from the child's home to the childminder's care. The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are stored around the home, which children can help themselves to. Photographs of resources that are stored under the stairs are shown to children and they choose what they would like out. This results in children becoming independent.

The childminder has a calm and consistent manner with the children when caring for them. She helps them to understand how to behave well through following what parents do at home and by using consistent methods, such as time out. This helps children to consider their actions and learn what to do next time. The childminder promotes children's health well. She provides a healthy and nutritious diet, which includes involving children in planning the menu and helping to prepare meals, such as Shepherd's Pie. This results in children gaining an understanding of healthy eating and how to make healthy choices as they talk about the ingredients. In warm weather, children access the back garden where they use bikes, scooters and balls. They visit soft play and the park occasionally where they develop large motor skills on the large equipment and walk daily to and from school in the fresh air. However, during winter their access is limited in the back garden, which restricts their opportunities to practise daily, moving in different ways and at different speeds. Good quality books, cultural dolls and resources, such as jigsaw puzzles that reflect disability, help children to comment and ask questions about aspects of their familiar world or the natural world. An area of the garden is set aside, so that they can observe the wildlife and older children have made an area for hedgehogs to live. This results in children that are curious and investigate the natural world.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding, welfare, learning and development requirements. Written policies and procedures are in place and followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. Parents receive a copy of the policies and procedures on a compact disc, which means that they can refer to them at anytime. The childminder is suitably trained in local child protection procedures and knows what to do if there are signs and symptoms that would alert her to possible abuse. The childminder carries out a daily check of the home and garden to make sure that there are no hazards for children while in her care. This is supported by a full written risk

assessment that she regularly updates when possible hazards are identified. This results in children being cared for in a very safe environment.

The childminder has made a strong commitment to improving her knowledge of good quality childcare. A wide variety of courses have been attended since her last inspection. She is currently completing a level 3 course on children and young people. She attended an area conference that covered 'Bringing the Early Years Foundation Stage to Life', which helped her to understand and put into practice, helping children to be playful. The childminder considers and sets clear goals and targets to secure future improvement. For example, she has consulted parents through a questionnaire about what they think of the care and learning that she offers. Parents responded saying that if they had any suggestions to make they would do so. The local authority development officer has visited and given advice on areas for development, which the childminder has since implemented. For example, she has put a noticeboard up to make information, such as her registration certificate, readily accessible to parents and visitors. The recommendations raised at the last inspection have been addressed. The childminder now assesses each child's development soon after they start which enables her to plan effectively for them. Her continual assessment of their development each time she plans, ensures that children access a broad range of experiences.

The childminder understands the importance of working in partnership with others involved in children's care and learning. Nursery planners are shared, so that the childminder can plan around the same areas. She attends 'stay and play' sessions, so that she can see what kinds of activities children take part in. She continues these when children are in her care. However, she has not shared with the nursery what she does with children and how they are developing while in her care, so that they can use the information to inform their planning. Partnerships with parents is good. Detailed discussions are held with the childminder prior to children starting, so that she can find out about their routines. They complete an 'All about me' form, which helps the childminder to find out about children's interests, so that she can plan effectively around their needs. The childminder keeps them up to date on their child's day through discussions and by text messages, which reassure parents about how their child is getting on and what they are doing.

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	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. 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	EY350540
Local authority	Sunderland
Inspection number	899544
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	05/02/2010
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 that are usually their 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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