

Inspection date

13/05/2014

Previous inspection date

07/02/2011

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 motivated to learn because the quality of teaching is good. They enjoy a wide range of stimulating activities, matched to their individual interests and needs.
- The childminder communicates with parents effectively. Good ongoing communication means the childminder and parents work together well to meet children's needs.
- The childminder has a good understanding of how to promote the safety and welfare of the children in her care. She minimises risks so that children are able to learn and play in a safe environment.
- The childminder has attended safeguarding training and has a clear understanding of the signs of abuse and the procedures for reporting concerns. Consequently, children are effectively safeguarded.
- Children develop strong bonds with the childminder and they demonstrate a sense of belonging. This contributes significantly to their well-being.

It is not yet outstanding because

- The current system for gathering children's starting points from parents does not focus sufficiently on children's learning. Consequently, opportunities for parents to be engaged in their child's learning from the start are not maximised.
- There is room to enhance children's good listening and concentration skills even further by limiting background noise as they play.

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 while they were engaged in activities in the childminder's home and garden. She looked at all areas of the home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. The views of parents were taken account of from written documentation they had provided.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documents and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and all adults living in the home.

Inspector

Pamela Nield

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged seven years, in a house in East Boldon. The playroom, kitchen, hall, downstairs toilet and the rear garden are used for childminding. The family has a dog and two cats as pets. The childminder regularly attends a toddler group and visits the local library, park and soft play area on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll; of whom, six are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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:

- maximise opportunities for parents to contribute to their child's starting points by encouraging them to share their knowledge of what their child can already do when they start attending the setting
- enhance the existing good opportunities for children to develop their listening and concentration skills even further, for example, by reducing background noise.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of how young children learn. This enables her to provide interesting opportunities for children to be active and motivated learners. For instance, a child plays with a train, concentrating well, as he fixes it together using trial and error. As he encounters problems, the childminder encourages him to keep trying. Consequently, he perseveres with manipulating the carriages and problem solving effectively, as he tries different ways to link the magnets on the carriages together. His success results in a wide beaming smile; he claps and receives lots of praise from the childminder. Consequently, he is being well supported to develop the characteristics of effective learning. Observation and assessment systems are effectively in place and cover all seven areas of learning. As a result, the childminder understands what children can do and what they know. This information is consistently used when planning activities. Consequently, learning opportunities are sufficiently challenging and open-ended to encourage young children to think creatively, explore and investigate. The childminder meets with parents before children start, in order to gather details about their child. The

information she gains is focussed mostly upon children's care needs. This means she is able to plan to meet these needs from the start. However, she does not currently gather sufficient information from parents about what their child can already do. This impairs her ability to plan to meet new children's learning needs from the beginning. The childminder is good at observing children's learning; she uses this skill to gather a starting point for children's development in the first few weeks of their attendance. She has effective systems in place to routinely track children's progress and record their achievements. This enables her to assess the level of progress children are making given their starting points and capabilities.

The childminder is generally successful in promoting children's communication and language. Her interaction with the children is good and she gives her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and uses gestures and facial expressions to aid communication. She asks open questions and waits to allow children time to respond. The childminder speaks clearly, so children hear correct language. Consequently, very young children are saying words and 'having a go' at putting words together. However, there is often a television playing in the background. This can affect young children's developing ability to tune in, listen and concentrate. Children's artwork is attractively displayed throughout the room used for childminding. This encourages children to revisit and talk about their experiences. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they are taken out frequently. Children's large motor skills are supported to develop well as they learn how to negotiate space and gradients as they move around the garden. The childminder takes the children to local parks where they increase their confidence as they use large climbing equipment to develop their physical skills as they run, jump, climb and balance. This helps children to learn how their bodies move. They learn what they can and cannot do while developing the ability to keep themselves safe as they learn their limits. The childminder positions herself close by as children climb the ladders on the climbing frame. She offers a helping hand and encouragement. As a result, children feel safe to take risks and their emotional well-being is suitably supported. The childminder enables children to develop wider friendships as she takes them to visit local groups. For example, they regularly visit local toddler groups and a weekly story time session at the library. Here, other children gather to play and the childminder uses this opportunity to teach children to be kind and cooperate. She promotes young children's awareness of colour, shape and number adequately through everyday routines and art activities as they explore collage materials. This supports children's mathematical development. Indoors children have adequate opportunities to develop their physical skills. Consequently, they develop muscle strength and fine motor control in their hands as they use play dough. The childminder makes available a good range of equipment and resources, such as pens, crayons and paper to support and encourage children's early writing skills. She writes children's names on their paper, which helps them to develop an understanding that print carries meaning. This effectively helps to prepare children for the next stage in their learning.

The childminder has good relationships with parents and is committed to involving parents in their child's learning. However, there is scope for her to maximise their involvement from the start, for example, by gathering information from them about what their child can already do when they start attending the setting. Parents are well informed of the

progress their child is making and how they can further support their child's learning at home, as parents are welcomed into the childminder's home daily. She takes this opportunity to share the lovely photographs she takes of children, for their learning journals with parents. They are encouraged to look at their child's learning journal and share information about what the child is learning at home. As a result, children see the childminder and their parents chatting together regularly. This helps them to feel settled and emotionally secure. Parents are regularly kept up to date with their child's progress. This means that children benefit from the childminder and parents working together.

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

The childminder has very good relationships with the children and welcomes them into her home. She is warm and caring with them and the children demonstrate a strong sense of belonging and close attachment to her. The childminder works closely with parents to settle children in; gradually building up the time they spend with her. She gathers detailed information from parents about children's care needs and this enables her to meet their needs from the start. This ensures that children separate confidently from their parents and there is a happy, smooth transition between home and her care. Children seek comfort from the childminder and she provides cuddles. The childminder recognises when children are tired, hungry or require their personal needs attending to and responds quickly to keep them comfortable. They snuggle into her when they are tired and when they look at books together. This gives them physical, psychological and emotional comfort.

The promotion of children's health is given great consideration. Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. Good standards of cleanliness are maintained throughout the childminding areas and toys and resources are washed regularly. The childminder has pets and has effective procedures in place to ensure the safety of the children while supporting them to learn about caring for animals. The childminder has completed paediatric first aid training and is experienced and trained in administering medication in a caring role. This safeguards children and promotes their health and well-being. Children's physical development is supported well through planned activities that help children to increase their coordination. For example, they meet the physical challenges provided by regular visits to the park and being outdoors in the fresh air. Children are supported to develop an understanding about healthy eating as the childminder prepares a range of snacks using fresh fruit and vegetables. The childminder freshly prepares a range of healthy meals for the children in her care. The childminder encourages hand washing before meals and the reasons for doing so are discussed with the children. As a result, the childminder is fully extending the children's understanding of how to keep themselves healthy. The childminder routinely gives children lots of praise to help build their self-esteem. They smile proudly when she claps as they reach the top of the ladder on the climbing frame. She successfully helps children to develop self-assurance as they are encouraged to learn self-help skills to help them to be as independent as possible. For instance, the children are encouraged to feed themselves and they are beginning to dress themselves. The environment is well planned and fully promotes the development of young children's independence as they are able to access resources independently. This means that children are able to make decisions and

choose resources to enhance their play and support their emerging interests.

Children begin to develop an awareness of how to keep themselves safe as the childminder has clear expectations of their behaviour. She is a good role model, who talks about risks and safety both inside and outside. Outings are a regular part of the children's routine. Safety is discussed with the children while they are out. For example, even though the children are very young, she talks to them about road safety and involves them in emergency evacuation drills. This ensures they are developing an understanding of how to keep themselves safe. The childminder encourages children to be independent in the setting. They help to tidy away the toys, feed themselves and the very young children are beginning to dress themselves. These skills prepare children effectively for the next stage in their learning. Children's behaviour is good as they are fully engaged in their play. The childminder supports the children to be kind and make friends with other children as they regularly visit local toddler groups. The childminder shares behaviour management strategies with parents so there is consistency between the setting and the children's homes. Consequently, children behave well.

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

The childminder successfully meets both the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of the signs of abuse and the procedures for reporting concerns and has attended safeguarding training. Risk assessments are thorough and identify potential dangers to children and how they will be minimised. This means children are able to play and learn in a safe environment. Record keeping is very well organised and a good range of policies and procedures underpin the safe and efficient management of the provision. These are shared with parents so they are fully informed about the setting. Suitable checks have been carried out on all adults living in the home and a robust signing-in policy is in place for visitors. The childminder supervises children well by ensuring that very young children are always within her sight. These measures serve to further safeguard children.

The childminder has implemented an adequate range of changes to improve practice and has responded to all previous recommendations. These improvements result in positive outcomes for children's learning, progress and safety. She recognises the importance of self-evaluation and professional development. She attends training provided by the local authority. For example, she is updating her paediatric first aid qualification by attending training. This will ensure her skills and knowledge for dealing with minor illnesses and injuries remain up to date. She has an effective system in place to ensure the educational programme covers the seven areas of learning. However, her improvement focus and monitoring is not sufficiently directed at the learning environment. As a result, background noise from the television occasionally disrupts children's concentration skills. Observations and assessments of children's interests and achievements are used to plan for individual children's next steps in learning. Consequently, adult led activities offer an appropriate amount of challenge to children's learning. The childminder has good links with other childminders which helps to develop her practice further. This demonstrates that the childminder has good capacity to improve.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have consistency of care. Parents are welcomed into her home and kept well informed about their child's day through text messages and daily conversations. This means that parents know what their children have been doing and how they can support them further. They speak highly of their partnership with comments, such as 'she is very keen on supporting my child's development. We discuss regularly the progress my child is making. We agree on targets we are going to jointly support my child in achieving, such as counting to 10 or independently washing her hands'. They also describe how happy their child is to attend as they comment, 'we have found our son to be happy and excited to come to her house and we are able to leave him with the confidence that he is well looked after and in safe, caring hands'. There are children on roll who attend other early years settings. The childminder has established good links with the professionals as she shares information and links her planning to what children are learning at these settings in order to support children's learning further.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY365321
Local authority	South Tyneside
Inspection number	878514
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	07/02/2011
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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