

Inspection date	20/06/2013
Previous inspection date	11/02/2009

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 display a strong sense of belonging and are confident to explore and learn in the warm, welcoming stimulating environment that the childminder provides.
- The childminder carefully observes children to assess what they can do and successfully identifies their next steps to take forward, to extend their learning opportunities. Consequently, children make consistently good progress in their learning.
- The childminder is consistent in her routines and the ways she manages children's behaviour, offering lots of praise and encouragement. As a result, children behave well.
- The childminder has a good understanding of her responsibilities with regards to child protection. Her home is safe and good steps are taken to reduce potential dangers. Consequently, children are effectively safeguarded while in her care.

It is not yet outstanding because

- There is scope to further enhance opportunities for all parents to support and share information about their children's learning and development at home.
- There is scope to do more to help young children understand that words have real meaning.

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 and snack time in the downstairs rooms of the childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.

Inspector

Karen Tervit

Full Report

Information about the setting

The childminder was registered in 2008 and is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Jarrow area of South Tyneside. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a rear garden for outside play.

The childminder visits local community activities, shops and the park on a regular basis. She collects children from the local school and pre-school. There are currently three children on roll, two of whom 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. She has a childcare qualification at level 3 and is a member of the Professional Association for 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 the opportunities for all parents to share information about their child's learning at home and use this information to further develop activity planning
- enhance children's understanding that words have meaning by displaying words with pictures, such as labelling storage boxes to show what they contain or using signs to name things.

Inspection judgements

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

The childminder has a very good understanding of child development, the areas of learning and the characteristics of effective learning. She uses this knowledge extremely effectively to plan and support children's progress through motivational teaching. The childminder is enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. For example, they concentrate well and persevere as they successfully complete the complex farmyard puzzle, confidently naming the animals and the noises they make. Careful assessment and planning ensures that activities provide suitable challenge for children. This significantly contributes to the good progress they are making in relation to their starting points, ensuring they are well prepared for the next stage of learning or for

school.

Children have access to a wide range of resources. Children are consistently well supported in using counting and numbers during everyday play situations. For example, the childminder successfully encourages younger children to identify numbers on car registration plates and count the spots on the dominoes. The childminder is highly skilled at following children's interests. For example, she builds on their interest in the dominoes by getting them to measure themselves against the line of dominoes they have created. The childminder supports them in making themselves 'bigger' than the line by putting their arms above their head. This effectively promotes their mathematical skills. Children enjoy exploring different textures, such as gloop, paint and foam, with the childminder sensitively recognising some children do not like to get too messy.

The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. Their communication skills are fostered well through a wide range of activities, including songs and rhymes, resulting in competent speakers and listeners. They particularly enjoy music sessions at the local library, eagerly guessing what is going to come out of the music bag next. The childminder has successfully built on this learning by creating a similar bag for her home. This encourages children to make music as they take turns in choosing the songs and rhymes they want to sing. These are often linked to rhymes children sing at nursery. There is a very wide range of fact and fiction books made available to children effectively nurturing their enjoyment of the written word. Older pre-school children independently choose books from the attractive reading boxes, sitting in the cosy window area carefully turning the pages of the book and 'reading' to each other. They enjoy listening to stories the childminder reads to them and older pre-school children are able to predict what happens next and join in reading the story. Older pre-school children are very well supported in becoming confident writers and thoroughly enjoy creating their own books, adding pictures and words to their stories. However, some opportunities to extend younger children's understanding that words have meanings have been overlooked, such as labelling storage, and using signs and posters. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks.

Parents comment that they are happy with the progress their children make in their learning and development. The childminder discusses children's progress, activities and achievements with them on a daily basis, often building on their learning from home. For example, children particularly enjoy visiting the local sealife centre with parents so the childminder talks to children about what they need to build an aquarium in her home. However, other ways to involve parents have not been fully explored so as to enhance planning and fully consolidate children's learning. The childminder has good awareness and understanding of the need to complete the progress check at age two for children, and of the importance of sharing such information with parents.

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

The childminder has cared for most children since they were babies. Children form secure attachments and are happy and content in her care. They benefit from consistent routines that help them settle quickly and feel secure. For example, the childminder works closely with parents to ensure that she follows children's home routines. She is warm and attentive to children's needs, which fosters their emotional and physical well-being. The childminder is sensitive and flexible in her support of children. For example, she allows children to decide for themselves when it is time to put their shoes by the door. Consequently, they part from their parents easily.

The childminder's home is highly organised and welcoming. The living and dining rooms are set up so children can independently access a wide range of toys and activities. These are stored on open shelves in baskets or attractively set out on the floor and include those which reflect positive images of difference and diversity. Consequently, children show a strong sense of belonging at the setting. Children confidently explore their environment, showing high levels of interest in the resources provided, both indoors and outdoors. They eagerly seek the childminder's attention as they involve her in their play. For example, they confidently ask for help as they try to negotiate taking the buggy outdoors. They smile broadly when they master the task for themselves, following the childminder's simple instructions. Children respond well to the childminder's clear guidance and reassurance. They are polite and well-mannered, they say 'please' and 'thank you', often unprompted.

Children are encouraged to play harmoniously together and show care and concern for one another. The childminder sensitively supports them as they form friendships with their peers. She encourages them to play cooperatively, learn to take turns, share and compromise. The childminder offers children meaningful praise, for example, for taking their own shoes off after accessing outdoors. This helps them behave well. The childminder takes younger children to collect older ones from school and nursery. She also accesses a toddler group in the nursery children will attend, this helps them become familiar with staff and the building. Consequently, children are developing the necessary skills ready for the move on in to their next stage of learning.

Children's health is well promoted and they begin to learn to manage their own personal hygiene. They know why they need to wash their hands before they have their meals and are able to wipe their own noses. The childminder provides healthy meals and snacks for children, using guidance from the local authority in devising her menus. These are shared with parents to inform them of what their children have eaten during the day. Children particularly enjoy 'Pop's' meat balls and the healthy takeaways she provides when they are going to after school activities. The childminder often involves children in planning what to have for their meals, encouraging them to make suggestions of healthy foods their friends might enjoy. She talks to them about why certain foods, such as fruit and vegetables are good for them. The childminder sits with them as they eat, encouraging their independence skills as they enjoy their food. Daily opportunities are provided for children to benefit from playing in the fresh air and exercise. For example, they use the well-resourced garden area, have fun as they go for walks, visit the nearby nature reserve and clamber on the large equipment in the play park. Children are learning to keep themselves safe. For example, they learn about road safety, stopping to look and listen for traffic

before crossing the road. Children eagerly explain to adults the safe procedures they follow, for example, crossing in front of the lollipop lady so she can see them.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is an experienced, qualified childcare practitioner who clearly enjoys caring for children. The childminder ensures her procedures are up to date and that her service is in line with legal requirements. She promotes children's safety well. Consequently, children are well protected. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and for any outings. These reduce the chance of any accidental injury. The childminder has a current first aid certificate, further protecting children in the event of a minor accident or injury.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She monitors the educational programmes to ensure all areas of learning are covered and that they provide suitable challenge for children. The childminder carefully reflects on activities and uses this information, along with her secure knowledge of children's interests to help with future planning. She supports children to take part in a good range of child-initiated and adult-led experiences, which are interesting and varied.

The childminder is committed to offering good quality of care for the children and their families. She clearly reflects on her practice and has developed a detailed self-evaluation document. The childminder uses online resources and childcare publications to keep her practice up to date, as well as receiving some support from the local authority advisory team. Alongside this, she also shares good practice with other childminders. She gains feedback from parents to enable her to tailor the service, which she provides, to the needs of the children currently attending. The childminder has a clear focus of helping children to make good progress in their learning and development, while having fun. She has positively addressed the recommendations made at her last inspection.

Relationships with parents are good, and the childminder keeps them fully informed on a daily basis of their children's progress and welfare. She regularly sends them picture and text messages, which they greatly appreciate. Parents' comments are highly positive. The childminder has regular contact with the nursery children attend. She reads the newsletters, speaks with staff and follows-on from activities children particularly enjoy. For example, children are enthusiastic about using 'word boxes' at nursery; the childminder skilfully supports them in creating their own boxes to use in her home. This close partnership with nursery helps support continuity and progression in children's learning and development.

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	EY367837
Local authority	South Tyneside
Inspection number	878547
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	11/02/2009
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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