

Inspection date	11/01/2013
Previous inspection date	09/11/2011

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

- The childminder knows where children are at in their learning because she keeps very detailed developmental records, which are shared with parents.
- The children are very settled because they have very good relationships with the childminder.
- The childminder offers a variety of resources and activities to challenge children linked to their interests. This means children are motivated to learn.
- The childminder is dedicated to improving her practice and is undertaking further training to support this.

It is not yet outstanding because

- Children are not always able to access books independently, which means there are fewer opportunities to handle books freely.
- Children have fewer opportunities to access creative materials freely, which means opportunities to express themselves creatively are restricted to planned activities.

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 held discussions with the childminder throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation, including children's learning journey developmental records, and questionnaires from parents.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in May 2011. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged five and three years in Killingworth, Newcastle upon Tyne. The home is situated in a residential area, close to local schools and shops. The ground floor of the home, bathroom and children's bedroom on the first floor are used for childminding. There is an enclosed rear patio area available for outdoor play. The childminder works with an assistant two days a week. She visits the local shops and park on a regular basis.

There are currently four children on roll, three of whom are within the Early Years Foundation Stage. The childminder is open all year round from 7.30am to 5pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- ensure all resources, in particular books, are readily available to the children so that they can see what is available for them to select independently
- develop the provision within the home for children to express their ideas through media and materials by providing more freely accessible collage, art, craft and paint activities so that children have spontaneous opportunities to be creative.

Inspection judgements

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

Children enjoy interesting, motivating and challenging activities across the seven areas of learning. The childminder knows where the children are at in their learning because she has completed clear observations that show what children have achieved, what they enjoy and how she can support them further. She uses this information to plan stimulating activities for them. For example, she plans a wellington boot walk to look for different coloured leaves to build on children's interest in the environment. This means that the children's individual needs are met well in the setting.

The childminder places a high priority on the development of language and communication. She talks to the children constantly, labelling what they are doing, extending vocabulary and using careful questions that are appropriate to the children's level of understanding. She plans regular visits to the library and encourages children to pick their own books to bring back to the setting. These books are available for the children in a box but many other books are stored on higher shelving, which means that children are not always able to access a range of books independently. Children enjoy nursery rhymes and the childminder builds on this further by attending 'bops for tots' at the library and 'music bugs'. This promotes their language development further. Children use compact discs and microphones to listen and sing along to music, which means that they are supported in using information and communication technology to enhance their

learning further.

The childminder effectively promotes the development of counting and number as she counts the steps with the children as they go upstairs. She provides appropriate challenge as she plays a number jigsaw with the children and as a result, children count and recognise many numerals to 10 in their play. They enjoy using their hands to represent the number 10 as they play. This means children make good progress in mathematics because they enjoy using numbers and counting.

Children learn about the world as they visit the farm and go to the park to feed the ducks and play with balls. Children's interest in shells and stones is promoted as children visit the beach all year round to look for and collect shells and stones. This is often continued back in the setting with planned activities to support expressive arts and design, such as shell or leaf pictures. Further creative activities are available at local groups that they attend including painting, sticking and dressing up. However, creative materials are not readily available to the children in the setting and this means that they do not have sufficient, spontaneous opportunities to be creative.

The childminder knows where children are at in their learning because she uses information from parents and her own observations to establish children's starting points. She uses observations and her knowledge of the children to identify next steps of learning, which she uses to plan for the child's individual interests and needs. The childminder uses the 'Development Matters in the Early Years Foundation Stage' guidance document to assess children's progress and this is shared with parents so that they can add to this too. Consequently the childminder knows where children are in their learning and how she can support them further. This targeted provision means that all children including those with special educational needs make good and in some cases very good progress in relation to their starting points on entry to the setting.

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

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care. The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they attend a soft play centre and regularly visit the park or feed the ducks. She provides healthy snacks and meals and gives children choices from a range of fresh fruit. This helps children develop an awareness of the importance of healthy eating and exercise.

Children are kept safe in the setting because the childminder reminds them what is expected of them, such as not touching the television. She helps children to settle in by offering short visits and goes over important issues with parents, such as, their routines and personal care needs, which demonstrates that she thinks about and is made aware of children's individual needs and personalities. This helps to ensure a smooth transition.

The childminder has lovely relationships with the children. She is calm and caring, so that

children relate very well to her. For example, children come up and get cuddles from her and they enjoy talking to each other in silly voices initiated by the children and reciprocated by the childminder, showing that they are very settled. The childminder celebrates achievements with the children and 'wow' cards are sent between home and the setting so children feel valued and confident. Children's behaviour is very good as they are fully engaged and engrossed in their activities. They learn to play alongside each other and are encouraged to share their toys with each other, which teaches them to learn about their own and others feelings. These skills prepare children well for the next stage in their learning.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage. She is committed to her own professional development and has attended a range of courses to further her knowledge and use this to enhance the provision. She is currently completing her National Vocational Qualification at level 3 and this has enabled her to reflect critically on her practice to ensure it meets the needs of all children.

Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children learn. Her main aim is to ensure that children want to come and enjoy their time while they are with her. She has addressed all the recommendations from the last inspection. Risk assessment records are now dated, which ensures that timely reviews are undertaken to help to maintain children's safety. She has action plans in place, such as ensuring she provides appropriate challenge to all children as they progress through the Early Years Foundation Stage. Recent improvements, such as the use of learning journals have had a very positive impact in the setting because it has strengthened the partnership with parents and enabled the childminder to track children's progress effectively. This means that the childminder has a good capacity to improve further.

The childminder ensures the parents are fully involved in the self-evaluation of the setting and seeks regular feedback through questionnaires. Parents speak highly of the comfortable homely environment and the progress their children have made.

The childminder has a good understanding of safeguarding procedures. She has clear policies that have been updated, which she shares with parents. She has recently attended a safeguarding course and she confidently talks about what she would do if she had a concern about a child in her care and has an up to date list of people to contact if she needs advice. Her documentation is all very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and she holds a valid first aid certificate. Children are kept safe in and out of the setting because she has robust procedures for signing in all visitors to the setting and detailed risk assessments are carried out regularly.

The childminder currently does not pick up minded children from the local school but she has a good relationship with them because she picks up her own children. As a result children will make the transitions to nursery easily because they are familiar with the staff and the environment. She confidently talks about how she will feed information into the nursery's learning journals and use information from the school. This means that the childminder effectively meets the needs and interests of all children and understands the importance of promoting continuity.

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. 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	EY425903
Local authority	North Tyneside
Inspection number	875826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	09/11/2011
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 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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