

Inspection date	24/09/2012
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder is committed to her role and is attending training to help her improve her knowledge in childcare practice.
- The childminder is lively and enthusiastic, which motivates children to learn and have fun.
- Children are settled and enjoy their time with the childminder. They clearly enjoy looking at books and doing craft activities and she supports them appropriately in their overall development and learning.
- Children who have been attending for a while have formed close bonds with the childminder, which helps them to feel safe and secure.

It is not yet good because

- Although there was no further action required from two previous external complaints, the childminder has not kept a record of these and their outcome.
- The childminder is still to embark on a process of self-evaluation and self-assessment to help her identify what she does well and what she needs to improve.

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 was with the childminder and children from 1.30pm until 3pm and from 3.30pm until 4.45pm.
- The inspector observed activities in the lounge and the kitchen, held discussions with the childminder and spoke to children.
- The inspector looked at children's learning journey's and their activity books and checked a sample of the childminder's files and documents.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and two children aged eight and ten years old. They live in the residential area of Long Benton in Newcastle upon Tyne. The whole of the ground floor and the children's bedrooms and the bathroom on the first floor are used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has five children attending who are

in the early years age range and four children who are aged five and over, most children attend on a part time basis. The childminder walks to local schools and there is a pet dog on the premises.

What the setting needs to do to improve further

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

- keep a record of any complaints and their outcome.

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

- develop rigorous and effective systems for self-evaluation that reflect the setting's priorities to target improvement.

Inspection judgements

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

The childminder has a suitable understanding of how to implement the seven areas of learning. She knows that for younger children she has to concentrate on the areas that help them to develop their physical, communication, language, social and personal skills; although she has not yet up-dated her observation and assessment formats to come in line with this. Children learn effectively through their play and because of the childminder's enthusiastic approach. She is lively and animated, which ensures that children have fun. She initiates finding games with the children; for example, when they cannot find their dummies and she uses rhyming phrases such as 'one, two, wheee,' which children join in with when she lifts them up onto the chairs to do their craft activities. She ensures that they have good access to interactive electronic equipment and pretend play items, such as dolls and cookers that beep and light up, they also access a good range of books, which are easily accessible. This helps children to develop language and their skills for the future.

Children eagerly use collage pieces to make a sticky picture. The childminder supports them well in their play as she encourages them to turn the knob on the glue stick and to choose which coloured paper they want. Children are beginning to represent one thing for another; for example, when they find pink pieces of shaped craft paper they say 'it's a pig'. Children ask for items they want such as scissors or paint, demonstrating that they regularly take part in creative activities.

The childminder is well aware of how to conduct the two-year-old progress check and feels confident in carrying this out. She involves parents in this by sending out information letters and gives them details on where she thinks children are at in their learning and

development and will take account of any input from parents.

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

Children play in a warm, welcoming home. The childminder respects each child as an individual and ensures that they all feel comfortable and settled while they are with her. For example, younger children follow a regular routine where they can settle down for a nap with their blankets on the settee after lunch. She asks school age children if they are feeling 'ok' and what they would like to do. She has lovely relationships with younger children; for example, they receive lots of spontaneous, natural cuddles and kisses and they also throw their arms around her or seek her out when they feel tired or upset, which helps children to feel safe and secure. Through her 'all about me' documents she finds out about any comfort items or favourite toys, so she is aware of what helps them to settle and what they like.

Children's behaviour is good. Younger children mainly play alongside others in line with their age and stage of development. When older children arrive from school they demonstrate care and concern for the little ones as they ask if they want to join in with their games or help with their jigsaws. This helps young children to develop their confidence, social, emotional and cooperative skills very well. Children enjoy healthy snacks, such as bananas and milk, which aids their good health. They get plenty of fresh air and exercise as they are out in the buggy while the childminder walks to or from school and they use the park regularly. Children use various equipment at toddler groups and there is some suitable adventurous equipment in the garden, which enables children to develop their physical skills well.

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

The childminder has mainly met most of the recommendations from her last inspection; although she was unable to find her document that shows how the fire evacuation drills are conducted she was able to describe this in depth and she has a clear emergency evacuation procedure. Although she is currently going through her documentation and policies to ensure this matches with the new Early Years Foundation Stage, she has not yet embarked on any formal self-evaluation as she is waiting for the new Ofsted format to become available. As she has no other self-assessment or action plans in place, this does not show how she aims to develop her service further. However, she has begun a level 3 childcare course, which shows her commitment to her role as a childminder. She has an informative notice board for parents. She displays her Ofsted certificate, Ofsted information/contact poster, public liability insurance and first aid certificate and ensures that all visitors to the home are monitored by using a signing in and out book; however, she does not currently hold a record of previous complaints and their outcome.

The childminder has a good understanding of what to do if she has concerns about a child's welfare and has all the information she needs should she need to make a referral or

seek advice. Therefore, children are effectively safeguarded. She uses safety gates within the home, a double buggy and ensures that children walk close by her when outside. Her written risk assessments are sound, which ensures children remain safe. The childminder has open, honest relationships with parents and keeps them fully informed of their child's day through verbal exchanges and daily diaries. She finds out what children do at nursery by using three way communication books and will often follow on themes or topics that they carry out so appropriate continuity is provided for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report.
- take action as specified in the early years section of the report.

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	EY429360
Local authority	North Tyneside
Inspection number	884584
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	01/12/2011
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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