

Inspection date	01/07/2014
Previous inspection date	08/05/2012

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 shows a good knowledge of each child's learning needs and stage of development. She provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, all children make good progress.
- Children are cared for in a welcoming family home where the childminder and her assistants form close attachments with them. This means children are happy, settled and content in their care.
- The childminder and her assistants regularly update their safeguarding training. As a result, they have a secure understanding of the safeguarding and welfare requirements which means children are kept safe and protected.
- Children benefit from the successful partnerships that the childminder has established with parents. This ensures continuity of care and learning for children between home and the childminding environment.

It is not yet outstanding because

- Opportunities for children to explore and investigate a wide range of natural materials, using all of their senses, are not fully exploited.

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 made observations of the children while they were engaged in activities in the playroom.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder, assistants and children throughout the inspection.
- The inspector took account of parent's views, through their written comments and feedback.
- The inspector checked evidence of the childminder's and assistants qualifications and the suitability of all adults living in the home.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Rowlands Gill, Tyne and Wear. The childminder's husband and son also work as her assistants. The whole of the ground floor and the upstairs bathroom of the childminder's home is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from the local schools and pre-schools. The family has a dog and a lovebird. There are currently twenty five children attending, of these, nine are in the early years age group and attend on a part-time basis. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds Early Years Professional Status, and one of her assistants holds a level 3 childcare qualification.

What the setting needs to do to improve further

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

- provide even more opportunities for babies and young children to explore a wider range of natural materials to help promote and develop their sensory experiences.

Inspection judgements

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

The childminder demonstrates a secure knowledge of how children learn and develop and as a result, they make good progress. The childminder regularly observes children in her care and routinely talks to parents and carers about what she sees and hears. This information is then successfully used to assess children's progress and plan experiences that reflect their individual needs, preferences and interests. Each child has a well-presented learning journal containing many positive observations, as well as photographs to illustrate children's development. The childminder regularly asks children about their experiences at home and elsewhere and invites parents to share what they know and discover. By involving parents in children's learning the childminder effectively harnesses their skills and experiences and successfully acknowledges the vital role they play in their children's lives. The childminder is aware of the requirement to provide parents with a short written summary of their child's development between the ages of two and three years old; she has successfully prepared summaries for the children in her care and maintains clear records to support this process.

The childminder and her assistants are positive role models and their interaction with the children is good; they chat easily to all the children and are genuinely interested in what they say and do. This helps build positive relationships and promote children's self-esteem and confidence. The childminder skilfully responds to the youngest children's sounds and

gestures and ably builds on their emerging speech and vocabulary. Children have regular opportunities to listen to stories, look at picture books and sing nursery rhymes. The childminder joins in with their play where she observes and supports the children. For example, she models how to join the train tracks together and introduces new words to their vocabulary, such as tunnel. All children have access to mark making resources, younger children use paint, sand and crayons, older children like to practise writing as they make posters and write their names. These skills prepare them well for the next stage in their learning and the move on to school. Children's understanding of numbers and problem solving is fostered during daily routines and activities such as board games, shape sorters and puzzles. Babies and toddlers enjoy discovering how things work as they press buttons and dials and lift up flaps on various interactive toys. For example, a toddler works out how to lift the flap of the pretend mobile phone and holds it to his ear.

Key areas of learning such as physical development are promoted well. For example, the childminder makes sure that she is always close by when babies begin to pull themselves up on the furniture, as they get ready to walk. Babies use their hands and mouths to explore the textures of the toys, starting to make sense of the world around them. The childminder provides some natural resources. However, she is not complacent and has recognised that there is scope to develop this in order to enhance babies and young children's sensory experiences even further. Children's range of experiences and awareness of nature and the wider world is enhanced through the many interesting outdoor adventures they have. For example, they visit the local woods where they climb trees and pretend to go on a bear hunt. Children also participate in activities that raise their awareness of the wider world. They have adopted a baby gorilla called 'Ihoho'. The childminder describes the excitement of the children when they receive information about the progress their baby gorilla is making. This has inspired them to research the gorilla's natural habitat and has helped them understand about the importance of caring for animals and the environment they live in. The children take home a toy gorilla and record their adventures in a diary. This project successfully teaches children about endangered animals as well as providing good opportunities for parents to become involved in children's learning. In addition, children also celebrate festivals such as Chinese New Year, and learn about different cultures. This helps children to develop a respect and awareness of others.

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

The childminder effectively works with parents to ensure children settle well and become confident in her company. For example, she finds out about and takes full account of each child's likes and interests during activities and routines. This helps children to feel a sense of belonging, and they are reassured and encouraged by her calm but positive manner and support. Their transition into other early years settings is equally well addressed because the childminder takes the younger children to collect the older children from school. This helps them to become familiar with the school environment and as a result, prepares them well for the next big step in their life. The environment is welcoming to children. Pictures and posters adorn the walls, giving children a real sense of belonging. The majority of toys are stored creatively in ways that children can easily access, and this supports their growing independence and freedom of choice.

Children develop warm relationships and secure bonds with the childminder and her assistants who they turn to for reassurance and comfort when needed. The childminder and the assistants are good role models because they use consistent methods to manage children's behaviour. For example, they give clear and simple explanations, which help children develop understanding of acceptable behaviour. Children begin to recognise their own feelings and consider the feelings of others as they are involved in group activities. This helps them to form strong friendships and gain important skills for their future. Consequently, children are aware of the house rules and behaviour boundaries, and develop good self-esteem.

Children's health and well-being are promoted. Their dietary requirements and individual needs are followed by the childminder, who provides healthy, home-cooked meals for children. Social skills are promoted well as children develop an understanding of eating together at the table. Babies and young children's home routines are followed by the childminder in order that their individual times for rest and relaxation are met. Outings to local parks and woodland walks expose children to a wide variety of physical play equipment and experiences. Consequently, they develop confidence and an awareness of safety as they take calculated risks and learn new skills. Children learn to act in a safe manner. They take part in emergency evacuation drills and the childminder uses discussion, creative activities and stories to convey health and safety messages in a child-friendly way. For example, the childminder teaches children about road safety through drawing posters, which help to reinforce the rules of crossing roads safely.

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

The childminder works with two assistants and together they make up a committed team who have a good understanding of their role and responsibilities to children's learning, health and safety. The childminder has a secure understanding of how to safeguard children's welfare as she ensures that both her, and the assistant's, knowledge are updated through attending suitable training. She has a clear safeguarding policy, which guides and informs her practice, as well as keeps parents informed of her legal roles and responsibilities. This re-assures parents and carers that their children are safe and well cared for. The childminder is also fully aware of the actions she must take in the event of an allegation against herself, assistants or family. Necessary checks for all adults within the household have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. The childminder vigilantly checks the identification of visitors and keeps a written record of them. This combined with detailed written risk assessments ensures children play in a safe and secure environment.

The childminder demonstrates a good understanding of how to facilitate children's development through her knowledge of how children learn. Consequently, children's progress towards the early learning goals is promoted well. The childminder works alongside her assistants and this provides some useful insight into quality of their practice. She supports her assistants well and along with her own encourages their ongoing

professional development. For example, she has achieved Early Years Professional Status, one of her assistants has completed level 3 training and the other is currently working towards this qualification. They also attend short courses provided by the local authority. An example, of this has lead them to review the storage and labelling of resources to further promote children's independence as well as enhancing children's literacy skills. This demonstrates that the childminder is pro-active and keen to improve her provision. Furthermore, she reflects on her practice and uses self-evaluation to good effect. This enables her and her assistants to identify areas of their practice or provision that require improvement and consider ways to promote further development. For example, they are currently working on the rear garden creating a decking area to offer more outdoor space for children. The recommendations from the previous inspection have been addressed successfully.

Positive partnerships are established with parents, carers and others involved in supporting children's needs. This makes a strong contribution to meeting children's needs. The notice boards, diaries and daily discussions with parents mean that all those involved have a very good understanding of children's needs, preferences and circumstances. This helps to ensure each child and family is valued, respected and fully supported. Parents are very complimentary in their feedback. For example, they make comments, such as, the childminder is 'extremely approachable and flexible', 'very professional and caring towards the children', and 'my children are cared for in a safe, happy and nurturing place'. All of which demonstrate parents complete satisfaction with the service that is provided. Furthermore, the childminder has also developed effective links with other settings, such as the local schools, and sharing what they know about the child in order to ensure consistency in their learning.

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	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	EY438941
Local authority	Gateshead
Inspection number	870585
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	25
Name of provider	
Date of previous inspection	08/05/2012
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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