

Inspection date

Previous inspection date

19/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is competent and caring. She has very good relationships with children and provides a healthy, homely environment, where children feel very safe and secure.
- The childminder has a good knowledge of the revised Early Years Foundation Stage and how children learn through play. Therefore, children take part in interesting activities that help them make good progress.
- Children receive a good balance of well planned, adult-led educational and fun activities, which are incorporated into their day. This helps them to learn successfully.
- Children benefit from wholesome, freshly cooked food and daily fresh air, which contributes to their good health and well-being.

It is not yet outstanding because

- The childminder does not yet fully use self-reflection to identify strengths and areas for development to effectively prioritise improvement. Evaluation of practice does not yet fully include the views of parents or children.

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 spoke to children and observed play and learning activities inside the home.
- The inspector checked a sample of documents including children's daily diaries and learning journeys.
- The inspector held discussions with the childminder throughout the inspection.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in May 2012. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Wickham, Newcastle upon Tyne. The ground floor and part of the rear garden are used for childminding. There are some stone steps to access the premises.

The childminder has completed basic training including first aid and child protection. She attends a toddler group and visits the local shops and park in the village on a regular

basis.

There are currently two children on roll, both are in the early years age group, one attends full-time and one attends on a part-time basis. The childminder is open all year round, apart from family holidays. There are two pet dogs, three guinea pigs and a pet rabbit on the premises. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- use the process of a self-evaluation more effectively to help prioritise targets for improvement, and incorporate the views of parents and children.

Inspection judgements

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

The childminder knows that she covers all the educational programmes throughout the seven areas of learning by the activities and outings that she provides. For example, she knows that children make progress by being actively involved in everything that they do, such as learning different colours, because they recognise and match these to the buses they see outside. She provides a good range of interesting activities and outings that engage children and help them to learn. For example, they regularly go to 'Rhyme Time' at the local library, visit the park to feed the ducks and visit a home for the elderly. They also have a drink and snack at the local cafe, carry their basket as they shop in the local charity shop and visit the pet shop to buy food for the guinea pigs. This ensures that children take part in varied activities, which helps them to gain a good understanding of the world and community around them and promotes their language and social skills very well.

The childminder uses base line assessments to help her gain an understanding about children's learning and progress. For example, when they start in the provision, as well as gaining information from parents, she watches and observes them over the first few days to note what they can do and what they are interested in. She notices when they are making improvements such as in their speech or when they have begun to hold a pencil properly. She uses 'Development Matters in the Early Years Foundation Stage' to make a judgement about where children are in their own development and learning pathways. From her observations she then plans for their learning and enjoyment, which includes a good mix of child-initiated and adult-led activities. She knows that children are different

and knows what they prefer to do; therefore, she ensures that she caters for their individual learning needs as she is well aware of what they are interested in. For example, she knows that one of the children needs lots of space, likes small world toys and physical activities, so she puts things out such as, cars a tent and crawl through tunnels on the days that child attends.

After their nap and lunch children eagerly find things that interest them, such as the interactive books. They press buttons to make the sounds and they successfully name characters in the book that they recognise, confidently correcting adults when they get it wrong. The childminder supports children very well in their play as she asks questions that helps them to recall events, which promotes their communication and language well. She gives children choices by asking them what they would like to do and where they would like to play. This helps them to think for themselves and make decisions. When children choose to play a favourite disc on the television they get excited, sit on the childminder's knee and watch patiently, as they wait for their favourite songs to come on. Once they do they clap, sing, eagerly follow the dances, copy the actions and count in time to the number songs and rhymes successfully. This demonstrates children's enjoyment and that they make good progress in their overall learning.

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

Children play in a warm, welcoming child-friendly home. They have their own designated 'classroom' space, which is bright and cheerful, where toys are well stored and easily accessible. Children's art work, photographs and other signs and symbols are displayed, which gives them a good sense of belonging. Children are very self-assured and know the routine; for example, they have their own boxes with their names and symbols on so that they know where things are. They get their own bed and blanket out when it is time for their nap and lay these out on the classroom floor. When the childminder puts away the highchair after lunch they pick up the protective cover off the floor and give it to her, demonstrating that they are very confident, self-motivated and happy. Children get plenty of fresh air and exercise as the childminder walks everywhere with the children, which promotes their good health very well. Children are confident and the childminder supports them appropriately, so they are prepared for their next stage in learning and transition to other settings.

Children are used to the childminder as she has cared for them since they were babies and she makes them feel like part of the family; for example, when the childminder's daughter enters the room children get excited, shout her name and run to her for a cuddle. There is lots of natural interaction between the children and the childminder. They sit on her knee on the carpet when they want to watch a favourite programme and they receive lots of natural and spontaneous cuddles and kisses to ensure that their emotional needs are extremely well met. Children also get excited when they see the childminder mashing their potatoes for lunch, as this is one of their favourite things to eat. They enjoy a healthy diet of freshly cooked meals, which include lots of vegetables so that they are well nourished. Their drinks are readily available in their cup and they hold it out to the

childminder stating 'more' when they would like it re-filled, confidently making their needs known.

Children's behaviour is good and the childminder explains how children are learning to play together and how older pre-school children are beginning to demonstrate care and concern for each other as they help younger children up the steps outside. She works together with parents to ensure that behaviour management is consistent; for example, by sorting out a clear routine on collection so that children do not become frustrated on leaving. The childminder knows how to prevent the spread of infection as she uses anti-bacterial hand gel regularly before cooking and after changing nappies. Children do not attend if they are ill or infectious and toys are cleaned and sterilised on a regular basis. This means that children's good health is well promoted.

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

The childminder is familiar with the revised Early Years Foundation Stage requirements, as she has previous experience of working in a nursery. She monitors her systems well; for example, she is currently updating and simplifying her learning journals on the children's observations to make it easier for her to track their development. She already holds a relevant level 3 qualification in childcare but she is not complacent. She has a positive attitude to furthering her knowledge and understanding through training and attends relevant courses when she can, such as food hygiene. The childminder has given some thought to what she feels she does well and what she needs more knowledge on and she has some long term plans for the future; however, she does not yet fully identify all of her strengths or fully focus on what needs to improve; nor does she gain the views of parents to help her monitor her provision through thorough self-evaluation.

She has a good understanding of safeguarding children and is aware of what to do if she has any concerns about a child's welfare and has good procedures in place should there be any allegations against her or other adults in the household. This means that children are well protected. She has all the relevant documentation and a good written child protection policy in place, which is shared with parents. She manages risks well as she keeps her written risk assessment up to date and reviews this regularly depending on situations. For example, she removes potential hazards, such as low-level ornaments if younger children attend and reviews safety precautions if children have any bumps or scrapes to ensure that hazards are minimised further. She provides a secure environment, checks any visitor's identification and uses child safety equipment appropriately, such as safety gates to the kitchen and stairs, corner protectors and door stops. She also has a separate cordoned off play area for the children outside, so that the family dogs do not have access. The fire brigade have been out to check her home and to give her advice on fire detection and control equipment and she has a clear fire plan in place. This ensures that children play in a safe environment.

As the children she cares for also attended the nursery where she worked, she has known the children and families for a few years. Therefore, she has good relationships with the parents and they share what they know about their children on a regular basis. They talk

to her about all the new things that their children do at home and she provides a flexible service to help families out when she can. As well as this, she keeps a daily written diary on each child, which contains relevant information, such as nap times, what they have had to eat and some information on what they have been doing. This helps her to track and monitor their welfare. For example, if children are not eating she knows that they may not be very well and she can discuss this with the parents. The childminder also shares any specific learning moments with parents, such as if she notices something new, like hearing a child say a new word that they have learnt. There are no children attending who have special educational needs and/or disabilities or any children who attend other early years settings. However, the childminder is aware of the importance of working closely with outside agencies and would attend relevant training where necessary so that children's individual needs can be met. The childminder recognises the uniqueness of each child and lets them make decisions in play and choices about equipment. She does not stereotype her toys as boys happily play with the pink pushchair. She has some good toys and books that reflect differences and as children grow older she will incorporate new learning about culture and differences through relevant activities.

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
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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	EY446670
Local authority	Gateshead
Inspection number	800926
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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