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| <b>Inspection date</b>   | 07/08/2014 |
| Previous inspection date | 18/01/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- Teaching is effective because the childminder has good knowledge of children's individual needs and provides a broad range of activities which are purposeful and are developmentally appropriate for the children in her care. As a result, children make good progress in their learning and development.
- The childminder has a good understanding of safeguarding and how to keep children safe. She knows what to do in the event of any concern. Health and hygiene procedures are followed rigorously to ensure children are in a safe environment which minimises risk.
- Partnership with parents is well established and cooperative working ensures that children's learning and care needs are being met, both at home and within the childminder's setting.

#### **It is not yet outstanding because**

- Opportunities for children to spontaneously engage in early writing activities are not maximised

## 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 in the rooms used and toured the outdoor environment.
- The inspector discussed with the childminder an activity undertaken during the inspection.
- The inspector spoke to the childminder at suitable times throughout the inspection.
- The inspector discussed children's assessment files and planning.
- The inspector checked evidence of suitability and qualifications of childminder.
- The inspector discussed how the childminder evaluates her setting to drive improvement and considered the views of parents and children.

## Inspector

Trish Potts

## Full report

### Information about the setting

The childminder has been registered since 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Whitburn area of Sunderland with her husband. The whole of the ground floor is used for childminding. There is a rear garden available for outdoor play. There is currently one child on roll in the early years range, who attends on a part-time basis. The childminder operates Monday to Friday all year round, except for Bank Holidays and family holidays.

### What the setting needs to do to improve further

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

- enhance the existing resources to provide children with greater opportunities to freely engage in early writing skills, both indoors and outdoors.

### Inspection judgements

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

The childminder is a knowledgeable childcare practitioner. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder has been caring for children for many years and they are happy and settled in her care. She works closely with parents from the start to support children's learning. She gathers purposeful information from them about what their children are interested in and what they can do at home. Alongside this, she uses her own initial observations to identify children's starting points. Individual learning journals are in place for children; these include photographs and observations of them at play. She has a good understanding of the seven areas of learning and uses her knowledge effectively to plan activities that reflect children's next steps in learning and to assess their progress.

The childminder supports and encourages children's good physical development, providing many opportunities for energetic play outdoors in the garden and at local parks. The childminder is skilful at encouraging children to 'have a go' and encouraging them to be as independent as possible. For example, by choosing their own activity and by taking care of their personal care needs in the bathroom, providing the opportunity for children to reach their maximum potential in readiness for school. She provides a broad range of activities which are purposeful and are developmentally appropriate for the children in her care. She understands each child well and has comprehensive knowledge of their individual needs and interests, both at her setting and at home. This enables her to provide activities that have meaning to children and support them well with making consistently good progress in their learning and development. The childminder uses developmentally appropriate language to ensure children can engage fully in conversations and acquire good language and communication skills. She encourages more able children to engage in conversation,

helping to extend language and comprehension, for example, through the introduction of descriptive words and mathematical concepts.

The childminder provides easily accessible resources for children, enabling them to be independent and contribute to their learning by making decisions and organising their planning. She understands how children learn and knows when to engage to motivate, enthuse and extend their learning and when to allow children to be curious, explore and use their own ideas to solve problems. Children learn about their community, diversity and the wider world because they are taken out and about on trips and there is a range of equipment which is reflective of a variety of cultures and customs and promotes positive images of disability. The toys and activities are suitable for children of various ages and stages of development. This helps children to respect differences. All resources are rotated according to children's interests and needs, which helps to ensure that children are always eager to use them.

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

Children are very happy, settled and confident in the childminder's setting. Parents are welcomed into the childminding environment, and children can see the positive relationship between their parents and the childminder. This means children are comfortable and have trust in their learning environment from an early stage. This in turn means the children are confident and emotionally prepared for their move when they are left without their parents. The childminder builds sensitive relationships with the children and they respond extremely well to her. As a result, children are confident to make their needs, likes and dislikes known. The childminder is a positive role model for children and has high expectations of them, encouraging good manners and thoughtful behaviour. The childminder uses a positive, calm and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. Consequently, children behave well, understand expectations and develop high self-esteem.

High standards of hygiene are maintained throughout all childminding areas. Clear routines help to prevent the spread of infection, and toys and resources are kept in a clean condition. The childminder demonstrates and encourages children to develop good practices for a safe and healthy lifestyle, such as washing their hands before eating and after going to the toilet. The childminder provides healthy foods for the children and teaches them about healthy eating, for example, during preparation of lunch and at snack time, she chats to the children about foods which are good for them and help them grow. She also chats to children about the importance of physical activity and how to care for themselves and keep their bodies fit and well.

The childminder ensures the safety of children is given high priority and that the environment is comfortable and organised well to promote this. Risk assessments are completed to identify any risks, and effective safety measures are in place to minimise these. The childminder practises emergency evacuation with children, which was a recommendation at the last inspection. This helps children learn to understand dangers and to know how to manage risks. The childminder teaches children about healthy eating, for example, during lunchtime and snack time, she chats to the children about foods which

are good for you and foods which should only be eaten as a treat. The childminder ensures her home is secure, both indoors and in the garden area, to prevent unauthorised access or the possibility of a child being able to leave.

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

The childminder demonstrates a good understanding of her responsibility to ensure that she meets the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. The childminder has a set of policies and procedures covering all requirements and containing relevant information. All policies and procedures underpin the childminder's good practice and are shared with parents. Children are effectively safeguarded as the childminder has a good understanding of the signs and symptoms of abuse and knows who to contact should she have any concerns. The childminder respects the need for updating training to ensure she has access to the latest up-to-date information. She has a current paediatric first-aid qualification which ensures she can take the correct action in the event of an accident and she has a food hygiene certificate, ensuring she has sound knowledge of how to store and prepare meals and snacks safely. Children are further safeguarded as the childminder's home is safe and secure and doors are locked at all times, with keys accessible to her in the event of an emergency. The childminder provides good supervision and carries out visual risk assessments on a daily basis. She has drafted more formal risk assessments, which are well documented.

The childminder is very well established in her childminding career. She knows the children in her care extremely well and monitors their progress to ensure they are developing as they should. She has an accurate understanding of children's strengths and weaknesses and knows if early intervention is required. The childminder ensures that activities provide suitable challenge for children. She consistently reflects on activities and uses this information well, along with her secure knowledge of children's interests, to help with future planning. The childminder has successfully met the recommendations that were raised at her last inspection. She provides parents with improved information about their child's learning and development, which enables them to be more involved, and she practises evacuation drills with children so they learn how to be safe. These developments improve the outcomes for children and contribute positively to their safety and well-being. In addition to these recommendations, the childminder has also had child-height coat pegs installed to promote children's independence further and has had a bird feeder made so that children can further their understanding of the natural world.

Partnerships with parents and carers are strong and the childminder maintains a relaxed but professional relationship with them, exchanging verbal information on a daily basis. Parents have regular access to their children's diaries, which contain assessment records and photographs of children engaging in activities. Parents' and children's views, regarding the childminder's care are routinely sought and contribute to her overall evaluation of her setting. She discusses with the children what they enjoy doing. She then links these comments to her own evaluation of her setting and is always looking to make improvements. The childminder is aware of the importance of working in partnership with

practitioners from other settings children attend when this is the case, and also of working closely with schools to help children with their move and to support their school learning. She recognises that there may be occasions when she may need to work with specialised professionals to help support children with special educational needs.

### **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 | 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | 312429         |
| <b>Local authority</b>             | South Tyneside |
| <b>Inspection number</b>           | 876900         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 1              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 18/01/2011     |
| <b>Telephone number</b>            |                |

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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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