

Inspection date	16/12/2014
Previous inspection date	14/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are effectively safeguarded because the childminder maintains robust policies, procedures and risk assessments. She is also well aware of what to do if she has any concerns about their care or welfare, which ensures that children remain safe.
- The childminder is a highly effective teacher. She listens to children and engages them in lively conversations, which improves children's learning and promotes their thinking and language skills extremely well.
- Children are cared for by a highly competent, enthusiastic and caring childminder. She has a strong passion to continually improve her provision and support children's learning and development so that they make rapid progress.
- The childminder has friendly relationships with parents. She gains regular feedback and includes this in her self-evaluation. Consequently, she continues to reflect on what she does well and involves parents in the process. This supports consistency and continuity in children's care and learning successfully.
- Children are very happy, highly confident and have excellent relationships with the childminder. Consequently, their social and emotional needs are extremely well met.

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 compulsory part 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 living room and toured the premises.
- The inspector looked at the childminder's training certificates, children's assessment records and learning journals, planning documentation and the self-evaluation form.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and household member.
- The inspector took account of the views of parents and carers from information included in the childminders e-mails from parents.

Inspector
Shirley Peart

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children in a house in Whitley Bay, Tyne and Wear. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The childminder visits the local shops, parks and toddler groups on a regular basis. She drops off and collects children from the local nursery and school. There are currently seven children on roll, five of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide a more enabling environment by re-organising the storage of equipment to help children make further decisions about what they may want to do.

Inspection judgements

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

The childminder has an excellent understanding of the Early Years Foundation Stage learning and development requirements and implements this very well in practice. She plans activities extremely well, sometimes using topical themes and information and extends children's learning exceptionally well. She displays the story of topics, such as bonfire night and Remembrance Day and she teaches the older pre-school children the history of these events. For example, the King and people involved in the gunpowder plot so that children can then recall the whole story. She concentrates the children's learning on outcomes that she expects them to achieve and differentiates this learning to fit with their age and stage of development. For example, when making poppy pictures younger children learn about circles and colours and they go on a red treasure hunt to reinforce their mathematical learning and critical thinking as they follow the story board display. They also watch a short, child-friendly animated story on the television that explains Remembrance Day. This means that children make excellent progress for their age and are extremely well prepared for school.

The quality of teaching is excellent. The childminder uses highly effective teaching strategies and uses every opportunity to engage children and help them learn. For example, when she peels apples at lunchtime the children are involved in lively conversations. The childminder asks questions that make children think, such as talking about where apples grow and she introduces new words, such as 'russet' as they talk

about different types of apples. Children also know why they need to keep the apple peel to feed the birds in winter. Children thoroughly enjoy their craft activities and they are highly motivated as the childminder uses real objects and experiences to support their learning. For example, she shows them real holly and mistletoe and they talk about where it comes from, the time of year they see it and what it looks and feels like. Even the youngest children can recognise different colours, such as red, green and white. The childminder extends older children's knowledge by asking about similarities and differences, such as dark and light colours so that they successfully identify light and dark green. Children also know why they cannot eat berries as they state, 'It will make our tummies poorly.' When children make their own holly wreath out of paper and card they concentrate well on cutting and sticking and the childminder supports their learning extremely well as she helps them to count in context when they add their 'berries' to the wreath. This has a positive impact on children's learning.

The childminder tracks children's progress effectively and maintains very good learning journals on each child. These are comprehensive and packed with lovely pictures and captions of what children know and can do. She links children's progress to the seven areas of learning and tracks their development against relevant criteria. This helps her to identify if children are demonstrating typical development for their age. The childminder is also highly competent at demonstrating how she moves children on as she plans for the next steps in their learning. She has high expectations of children and makes sure that they are achieving to the best of their ability or higher. The childminder maintains very good, open and honest relationships with parents. The progress checks for children between the ages of two and three years are completed and show how parents are highly involved in their children's learning. For example, targets are set to cover what children can do at home and what she needs to do in her setting to help move children on rapidly in their learning.

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

Children play in a spacious, very well-maintained home and they move around the living room and conservatory freely and safely. Most toys and resources are stored in labelled boxes in the garage, which is accessible via the kitchen. Children do not generally access this area independently, although they know what equipment is available as they have been attending for a long time. They decide along with the childminder what toys, activities and dressing-up outfits they would like out, because they are actively involved in planning their activities. Therefore, the childminder sets out resources in the living room ready for their arrival. However, there is scope to provide a richer, more enabling environment by re-organising the storage of equipment to enhance the opportunities for children to make more decisions about what they may want to do.

Children are very well nourished as their drinks are readily available and they enjoy home cooked meals, such as lasagne. The childminder sits with children and eats lunch with them on their return from nursery and they chat about their day. This provides very good social opportunities for the children. The childminder extends their learning extremely well during this time as they talk about what is good for them and what makes them healthy.

As well as knowing the difference between healthy and non-healthy food, children also remember other things that assist their good health, such as brushing their teeth. Even younger children exclaim, 'Scootering on your scooter makes you healthy!' Children recognise risks in their activities and routines and learn to keep themselves safe, such as when they ask the childminder if they could fall on the stairs. She also reminds them of how to hold and use scissors correctly. Consequently, children demonstrate a very good understanding of this as they practise using scissors safely. Children behave extremely well. They play cooperatively with each other and often initiate their own games together, such as a matching card game. They take turns, chat and make decisions in their play. Children eagerly help to tidy up, which demonstrates that they understand why they have to take some responsibility for the environment and for their own safety.

Settling-in routines are highly flexible as parents are offered as many visits as they need with their children. This ensures that their children's individual needs are met very well. The childminder talks with parents about their children's routines, such as sleep patterns, stages of toilet training and any medical or dietary needs. She also finds out about the children's likes and interests, which helps her to provide individualised learning opportunities. The childminder also ensures that children are emotionally prepared for the move to school. For example, she skilfully supports them during conversation, allowing them time and space to finish sentences and ask questions. This supports their self-esteem, confidence and language development extremely well. She also ensures that they are competent in their self-care tasks, such as using the potty or the toilet and washing their hands. Children have highly secure bonds with the childminder. She has known the children since they were babies, therefore relationships are natural and spontaneous. Children approach her easily for cuddles and when they decide they want a story they jump up on the settee, make space for her and ask for their 'snuggle' blanket to cover them up. This supports their emotional well-being extremely well.

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

The childminder has an excellent understanding of the welfare and safeguarding requirements of the Early Years Foundation Stage. She updates her child protection training regularly and has all the information and contact details she needs. This ensures that she is well aware of what to do if she has any concerns over a child's care or welfare. She has effective written policies and procedures, which are shared with parents. This means that they are well aware of her responsibilities to keep children safe.

The childminder is competent and highly dedicated to her career and the children she cares for. She has attended a range of relevant training since her last inspection and targets particular courses that she knows will benefit young children's care, education and welfare. The childminder uses self-evaluation extremely well and includes parental feedback within this to help her improve her service. She has successfully addressed the one recommendation from the last inspection, which has improved the educational programme for understanding the world. She monitors the children's learning and development, knows where to target support and extends their learning exceptionally well.

through highly effective teaching. Consequently, children are high achievers.

Most of the children have attended since they were babies. This demonstrates that parents are very pleased with the provision. Comments in their written feedback are highly positive and show that they have no concerns. She gives parents an open forum for written feedback rather than set questions in questionnaires. This means that she gains honest opinions on her service on a regular basis, which helps her to reflect on her practice and make improvements if necessary. The childminder has very good relationships with nursery staff where children also attend. The childminder has held meetings with headteachers to share best practice and nursery staff have used some of her learning and development documents and systems in their setting. This demonstrates that there are highly effective partnerships in place to further support children's learning and development.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY383908
Local authority	North Tyneside
Inspection number	849792
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/01/2009
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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