

Inspection date	19/03/2014
Previous inspection date	26/11/2009

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		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

- Children are settled and have formed strong attachments with the childminder. They are happy, highly motivated and are making good progress in their learning and development as a result.
- Children's language development is given a very high priority. The childminder is confident in extending children's vocabulary and they enjoy favourite books together. As a result, children are skilled and confident communicators.
- The childminder has good understanding of how to promote the health and safety of children in her care. She has assessed the risks to her premises well and has minimised these so children are able to use all areas safely.
- Children enjoy a range of activities across the seven areas of learning demonstrating that they are excited and motivated to learn.
- Good relationships with parents are fostered through frequent communication, which means information is continually shared. This benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- Children's independence skills are not always fully nurtured through the provision of accessible resources for them to freely select.
- There is scope to introduce open ended resources to enhance children's play experiences and encourage their exploratory skills.

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 toured the areas of the house used for childminding.
- The inspector observed activities in the childminder's lounge, kitchen and play room.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector looked at a range of records including children's details, planning and assessment information, written policies, risk assessments, training certificates and a selection of other documents.
- The inspector checked evidence of the suitability of the childminder and her family.

Inspector

Melanie Vincent

Full report

Information about the setting

The childminder was registered in 2005. The setting is known as, 'Acomb Childcare'. She holds a recognised qualification in early years child care and education. She lives with her husband and their two children, aged nine and eight years of age, in a village near Hexham. The family has three pet dogs. The whole of the ground floor is used for childminding, and the first floor children's bedroom. An enclosed garden is available for outdoor play. The childminder cares for children on weekdays from 7am to 7pm, Monday to Friday except for family holidays. The childminder is currently caring for five children in the early years age range and currently has 11 children on roll, all of whom attend on a part time basis. She attends toddlers groups and visits the local park on a regular basis and collects children from the local schools.

What the setting needs to do to improve further

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

- enhance the accessibility of resources by organising them so that they are easily accessible, enabling children to make independent choices

- provide a range of open-ended materials in the indoor environment to enhance children's learning and encourage their sense of exploration.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and provides a very good range of activities to promote children's development in all areas of learning. She plans the educational programmes to incorporate children's interests and build on their existing knowledge and skills. This contributes to the good progress children are making. Children enjoy interesting, motivating and challenging activities across the seven areas of learning. The childminder knows where the children are in their learning as she has completed clear observations that show what children have achieved, what they enjoy and how she can support them further. She uses this information to plan stimulating activities for them. Good observation and thoughtful intervention means that children have time to try things for themselves before the childminder intervenes. There are clear systems in place to observe, assess and monitor each child's progress in assessment records. The childminder has a good understanding of each child and assesses their progress in all seven areas of learning in relation to their age and stage of development. She uses this information to plan the next steps to support the learning for each child and differentiates activities to meet the needs of different groups of children. Consequently, all children make good progress in relation to their starting points. Settling-in procedures are

carefully organised to ensure that young children feel secure and develop strong bonds with this childminder. The childminder's regular trips to toddler groups and school help children to develop confidence away from the main care setting. This prepares children for the next step in their life such as starting at the local nursery or school.

Children's enthusiasm for learning is enhanced by the childminder who has a good understanding of how to engage and capture children's interests. Teaching is strong and the childminder skilfully intervenes and extends children's learning during child selected activities. The childminder places a high priority on the development of language and communication. She talks to the children constantly, listening to what they are saying, extending vocabulary and using careful questions that are appropriate to the children's level of understanding. The childminder is mindful of individual children's attention span and allows children to move on to other activities when they are ready. She plans regular singing activities and spends time looking at books and talking about the pictures in the books. Children regularly request favourite stories and songs with actions. They enjoy reading books and know how to handle them well, for example, they know that print carries meaning and follow it from left to right on a the page. She plays alongside the children, labelling and extending their vocabulary as they play. This successfully promotes their language development further. The childminder supports the development of mathematics well. For example, during a baking activity, children are encouraged to count and recognise numerals on the scales and discuss weight and capacity. Counting is part of everyday activities. When making scones, children develop the concepts of size, shape and capacity. This means that children are making good progress in mathematics. Children learn about the world as they visit the local woods, farms and go to the park to feed the ducks. The physical development of all children is well promoted through going outings where they go swimming, visit the soft play centre and playing on large equipment outside to develop their physical skills. They enjoy cooking on a regular basis and begin to learn about different foods as they help prepare and taste different dishes. Children take part in a range of planned activities to support their creative development, such as printing with spaghetti and sponges. However, there is scope to introduce more open-ended resources to enhance children's play experiences and encourage their exploratory skills.

The childminder works closely in partnership with parents. Verbal feedback at the end of the day means that parents know what their children have enjoyed that day and how they can support them at home. Parents are encouraged to share information about what their children enjoy at home, which the childminder extends in the setting. She shares daily anecdotal assessments with parents so that they know where their children are in their learning. The childminder regularly exchanges information on children's activities and learning when they are dropped off and collected from school or other settings.

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

Children feel very secure with the childminder who takes care to ensure she obtains information from parents about likes, dislikes, needs and children's routines and her knowledge of them is very clear. Excellent relationships exist between the children and the childminder. Consequently, children are confident and well motivated, meaning that they emotionally prepared for the next stage in their learning. The children receive her

complete attention which helps them to feel very special, happy and well supported. They enjoy cuddles and close contact when reading a story together and enjoy the childminder joining in during role play and imaginative play activities. She is calm and caring and children relate very well to her. As they play, they chat about things that are important to them. They giggle and laugh as they play with the train set. The childminder offers frequent praise and eagerly responds to children's efforts acknowledges their achievements to build their self-esteem, such as celebrating when they are able to count to ten. Behaviour is very good and children develop good self-care skills. Children take responsibility for putting toys away and generally clearing up after themselves.

Children play in a welcoming, homely environment, which is very clean and well maintained. Children are encouraged to tidy up and understand the need to tidy up before getting other resources out. As a result, they can move around safely in the setting, knowing that they are keeping themselves and others safe. Children display high levels of confidence and self-esteem. For example, they move around the home freely selecting their own activities from a range of resources and respond enthusiastically to activities. However, some resources are not always organised to enable younger children to make independent choices and self-select.

The childminder ensures that children are safe. She is vigilant with regards to children's safety indoors; for example, reminding them to be careful when using the stairs and reminding them during baking activities of the dangers of a hot oven. Children settle into the setting quickly. Short visits are organised with parents so that the childminder can find out routines and personal care needs. She also observes children and talks to parents about what they like playing with so that she can ensure she has their favourite toys available when they arrive. This demonstrates that she thinks about and is made aware of, children's individual needs and personalities. This helps to ensure a smooth transition into the setting. The childminder's regular outings to collect others from school and to toddler groups help children to develop confidence and independence. This helps to prepare them for transitions in the future. Children remain with the childminder once they are at nursery or school and enjoy the familiarity and security that this continuity of care gives them. The childminder promotes children's good health and self-care through well-established care routines. For example, children are encouraged to try different fruits and vegetables and to wash their hands before all meals. They are encouraged to develop healthy lifestyles with a focus on healthy meals, snacks and on outdoor activities. They play in the garden and go on regular trips in the local community. Children help themselves to their drinks from their own cups, which are readily available and they have healthy snacks of such things as fruit and cucumber.

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

The childminder has a good knowledge of local safeguarding procedures. She knows how to identify and report concerns that she may have about a child in her care. Robust risk assessments of her home and outings are in place and up-dated regularly. She is aware of her responsibilities when administering medication and treating minor accidents and holds

a valid first aid certificate. Proof of suitability for all members of the family is held on file for inspection. These together with a comprehensive range of policies mean that children are well protected.

Children's educational programmes are well planned with visits to the local toddler group providing contrasting activities to those available in the home. This ensures that all early learning goals are met. Methods to observe, assess and monitor children's progress are generally effective and identify children's next steps and interests. Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children learn. Parents are involved in this process through regular questionnaires and children help her to evaluate her provision verbally. Her main aim is to ensure that children enjoy a home-from-home atmosphere and enjoy the range of activities provided for them. She has addressed all the actions and recommendations from the last inspection. For example, daily risk assessments are carried out, which ensures that the setting is safe for children at all times. She has identified areas for development, such as improving resources to extend children's learning in the area of culture and diversity. This means that the childminder has a good capacity to improve further.

The childminder has detailed daily discussions with the parents to support her good working relationships with them. She involves parents in children's learning and successfully builds on their home interests. Parents' written and verbal comments are highly positive. For example, parents state that their children 'thrive in the care of the childminder', 'priority is given to the development of communication and social skills', 'there are outstanding opportunities for physical exercise' and 'my child is cared for in a loving, caring, and nurturing and environment'. Long established relationships with other settings children attend result in the childminder being able to extend and continue children's learning.

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. 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	EY305819
Local authority	Northumberland
Inspection number	904461
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	26/11/2009
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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