

Inspection date

12/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and well settled. The childminder is playful in her interactions with children and she promotes their curiosity and thinking skills, such as while discussing how a torch works.
- The childminder knows the children in her care well and she uses daily diaries to share information with parents to promote consistency of care.
- The childminder uses sound strategies to promote young children's early language skills.

It is not yet good because

- The childminder does not effectively monitor educational programmes to ensure they have breadth across all areas of learning. Consequently, children have limited access to the outdoors and few opportunities for large physical play activities.
- The premises and resources are not organised to their best advantage to promote children's play and development, especially with regard to opportunities for large scale craft activities.

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 observed activities in the childminder's home.
- The inspector held discussions with the childminder and the children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed evidence of suitability, qualifications, risk assessments and a range of other documentation.
- The inspector took account of the views of parents included within questionnaires supplied by the childminder.

Inspector

Gill Thornton

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her two children aged six years and 16 years in a house on the outskirts of Norwich, Norfolk. The whole of the ground floor of the property, and one bedroom, is used for childminding. The family has two cats.

The childminder's service operates all-year-round from 6.30am to 6.30pm, Monday to

Friday, except for family holidays agreed in advance. There are currently seven children on roll, three of whom are in the early years age range. Children attend for a variety of sessions. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools and regularly attends local children's groups. The childminder is working towards a level 3 qualification in home based childcare and she receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- guide the development of children's capabilities by reviewing the organisation of the premises and equipment to make better use of the available space, and ensure children have access to an outdoor play area, or if that is not possible, ensure that outdoor activities, such as large physical play opportunities are planned and taken on a daily basis.

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

- extend systems of monitoring educational programmes and assessing individual children's progress within each of the areas of learning, for example, using the document 'Development Matters for the Early Years Foundation Stage'.

Inspection judgements

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

The childminder has a clear understanding of the capabilities and interests of the children in her care. She gathers appropriate information from parents on children's starting points as a basis for assessing children's progress. She uses this knowledge and her own secure understanding of child development to provide children with a suitable range of activities to provide further challenge and enjoyment within most areas of learning. However, she does not make effective use of the document 'Development Matters in the Early Years Foundation Stage' to monitor the educational programmes. As a result, some aspects of learning, such as energetic physical play are not given sufficient priority.

The childminder follows children's interests, for example, she responds to a young child's fascination with writing by scribing the names of people important to them and encouraging them to identify the letters. She extends this interest by teaching them the sounds of the letters and explaining to parents how this will help support their early reading skills in readiness for school. The childminder borrows items from the local

childminding support network to provide children with further resources that she knows will support their development, such as gel letters, or a sturdy push-along toy. The childminder provides children with activities she knows they have recently enjoyed playing with at home, such as a tent and a torch. However, toys and resources are not stored so that children can easily initiate an activity independently. Additionally, the childminder's home is not organised to provide young children with much opportunity to take part in large messy play activities, such as painting on big sheets of paper, because such activities are confined to a high chair.

The childminder interacts with children well during their play to promote their curiosity and imagination. For example, encouraging children to explore items in a treasure basket and discussing the textures of different items and how they can use them. The childminder supports young children's early communication skills well, for example, she copies their babbling to model the pattern of conversation. The childminder helps children to learn the correct pronunciation of words by repeating what they say in the correct way or describing what they are doing, consequently, providing effective support to extend children's developing vocabulary. The childminder uses appropriate questioning to promote children's mathematical skills, such as asking them which of two items is the largest. Children enjoy sharing their favourite books with the childminder and she promotes their interest in the pictures by making reference to their own experiences, such as going in an aeroplane.

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

Children settle well and they are happy in the childminder's care. The childminder uses her good knowledge of individual children's interests and family backgrounds to help children form secure attachments, thus promoting their developing independence. For example, young children are confident to explore their surroundings, such as walking around holding on to the furniture, knowing the childminder is close by for support if needed. The childminder comforts young children sensitively when they wake from a nap or if they are feeling insecure. She provides appropriate support to help children learn to manage their own behaviour and she shares strategies with parents to promote a consistent approach. As a result, children are learning to share and to take account of the feelings of others.

Children are gaining some understanding of risk through exploring the indoor environment and during trips to the park in fine weather. The childminder usually walks with the children in a pushchair when going to school or attending local children's groups. However, she does not plan specifically for children's large physical play and they do not currently have access to a secure garden. Consequently, children's understanding of the importance of physical exercise, especially in the fresh air, is not well supported. The childminder follows children's care routines from home and she shares daily diaries with parents to share information about children's achievements and current interests.

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

The childminder demonstrates a sound commitment to improving her practice. She has sought the help of a local authority development worker and she is undertaking a level 3 childcare qualification to help develop her knowledge and skills with the aim of providing funded nursery education in the future. The childminder has an honest appreciation of her own strengths and weaknesses and she seeks the views of parents about her childminding service. She has plans in place to make the garden secure by replacing some of the fencing. However, in the meantime she does not plan opportunities for outdoor activities on a daily basis or recognise the added impact on children's play of them not currently having access to the garden.

The childminder maintains all the required documentation to support children's care and welfare. She has a secure understanding of her responsibilities to safeguard children and the action to take if she should have a concern about their welfare. The childminder carries out suitable risk assessments on all areas accessed by the children, and on outings, to identify possible hazards and the steps required to secure children's safety. Consequently, children are safe and secure in her care. Parents praise the quality of the care provided and the good variety of activities enjoyed by their children.

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	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	EY443746
Local authority	Norfolk
Inspection number	798627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
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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