

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

- Children form strong attachments with the childminder who follows effective settling-in procedures to ensure young children feel safe and secure in her care.
- The childminder works closely with parents to ensure she follows their wishes regarding their children's care. Meaningful diary entries keep parents well informed and fully involved in their children's day.
- High regard is given to helping children acquire communication and language skills, and in supporting their physical, personal, social and emotional development. Through her playful and sensitive approach the childminder helps all children make good progress in their learning given their starting points and capabilities.

It is not yet outstanding because

- Evaluation of practice to identify some priorities for improvement, such as ways of supporting the childminder's continual professional development, is not always robustly embedded into monitoring systems.
- There is scope to provide babies and young children with opportunities to explore and investigate a wider range of sensory items of various textures and materials, such as treasure baskets.

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 and held discussions with the childminder and her husband who was present for the inspection.
- The inspector looked at children's assessment records and planning documentation and viewed evidence of suitability, qualifications, risk assessments and a range of other documentation.
- The inspector took account of the views of parents included within references collated by the childminder.

Inspector

Gill Thornton

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their children aged nine and seven years. The childminder's adult son also stays every weekend. The family home is in a country park on the outskirts of Norwich. The whole house, except the second floor, is used for childminding and there is a fully enclosed garden for outdoor play.

There are currently nine children on roll, seven are in the early years age group and two are school-age children who attend after school. Children attend for a variety of sessions. The childminder's service is open all-year-round from 6am to 7pm Monday to Friday, except for family holidays agreed in advance. The family has two dogs, two guinea pigs and six cats.

The childminder regularly takes children to the library and on walks to the park and nearby woods. She collects children from local schools, nurseries, pre-schools and from their own homes.

What the setting needs to do to improve further

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

- consolidate systems to monitor and evaluate practice to identify priorities for improvement to ensure the good practice already achieved since registration is sustained and constantly improved upon
- provide further opportunities for babies and young children to develop their curiosity while they investigate and explore a wider range of sensory items and natural materials.

Inspection judgements

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

The childminder's good practice is based on her secure knowledge and understanding of how to promote the learning and development of young children. She has high expectations for all children based on accurate assessments of their prior skills, knowledge and experiences gathered from parents when they first start, which is used well to form the basis of children's assessment records. The childminder completes regular and precise observations of children's interests, capabilities and learning styles, in the form of narrative diary entries, which are shared with parents. The childminder monitors and evaluates these observations to identify and plan enjoyable and suitably challenging activities to promote children's progress through the Early Years Foundation Stage and prepare them for their next stage in learning.

Children are supported well in their acquisition of communication and language skills. The childminder uses a range of effective strategies to support young children's early communication skills. For example, she tunes in well to babies' individual methods of

communicating their wants and needs and she interprets and gives meaning to what they are trying to convey. As a result, babies and young children feel valued and know their views are important. The childminder uses sensitive and playful interactions to promote children's interest and curiosity. For example, while she explores a box of small world figures with a young child she uses different voices to describe the various figures to them. Young children often bring their favourite book from home which they enjoy sharing with the childminder. This provides a meaningful opportunity to promote their love of books while the childminder encourages and praises their attempts to make the sounds of the animals while she uses simple signs to extend their knowledge and understanding.

The childminder provides children with a suitable range of age-appropriate toys and resources that she knows will provide interest and enjoyment. These are set out on the floor or on low tables to enable children to make choices and initiate their own activities. Further toys are stored in an under stairs cupboard. The childminder introduces age-appropriate strategies to support young children's understanding of simple mathematical language. She uses numbers in relevant contexts, such as counting how high a young child can build with stacking cups. The childminder uses effective strategies to build upon children's individual interests to support their learning in other areas. For example, she uses a child's interest in gun play to plan an exciting art activity using diluted paint in water pistols to paint on large sheets of paper in the garden. Consequently, the activity stimulates children's interest and curiosity in new activities and experiences. The childminder provides children with various sensory experiences, such as playing with sand and water and natural resources including autumn leaves. She encourages babies to take part in messy play activities, and accepts their individual dislike of getting their hands 'dirty'. However, she has not introduced different ways of encouraging babies and young children to develop the confidence to explore and investigate items of different textures and weights, for example, through the use of treasure baskets. Children enjoy exploring electronic cause and effect toys and manipulating the buttons, which helps develop their hand-eye control.

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

The childminder gives priority to promoting children's personal, social and emotional development. For example, she provides comforting and affectionate support to young children who are unsettled and out of sorts while trying to discover what it is they want. She tries different strategies to sooth and calm them following parents' instructions about what works at home. As a result, young children form secure attachments with the childminder and they feel safe and secure in her care. The childminder is very conscientious about following children's care routines from home, especially regarding children's individual dietary needs and preferences. The childminder uses age-appropriate strategies to help children learn what is acceptable behaviour and to take account of the needs of others. For example, she achieves this by simply explaining to a child that the cat does not like having its tail trodden on, or encouraging a baby to care for a doll and pretend to put it to bed.

Children have many opportunities to gain a good understanding of the importance of exercise as part of a healthy lifestyle. Babies and young children have space to practise

their developing physical skills in comfort and safety. For example, the childminder strategically positions toys on low tables to encourage the confidence and balance of a child that is nearly standing unaided. The childminder is careful to place cushions around a young baby who has just started to sit unaided in case they should topple and toys are placed within reach and to either side to encourage balance and coordination as they attempt to reach for them. Children have access to a good range of physical play experiences in the childminder's garden which provide age-appropriate risk and excitement, such as a raised platform accessed by a small rope ladder. The added benefit of a covered patio area near the house means they need not be deterred by inclement weather. Children also enjoy visiting local play areas and walking in the nearby woods. The childminder supports children's developing independence by promoting their interest and ability in managing their own self-care skills to support their future transitions, such as into school. The childminder supports children's understanding of their own cultural background and discusses with parents ways of celebrating events important to the family.

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

The childminder has high aspirations for quality and providing children with a supportive home from home learning experience. In the short time she has been registered the childminder has established a service that is highly valued by the parents of the children in her care. Parents offer glowing references praising the reassuring settling-in procedures and the creative ways the childminder incorporates children's interests into creative activities. They particularly value the monthly reports they receive and how they can almost see their child's words and actions in it.

The childminder monitors the educational programmes to ensure children receive a balanced learning experience that supports their progress towards the early learning goals. She has identified some ways to develop her practice, for example, her adult son and husband are attending the initial childminder training with a view to becoming her co-childminders so they can provide more flexible care. However, there is scope for developing self-evaluation to identify and prioritise areas for improvement, such as professional development, as a means of keeping abreast of changes to childcare practice. The childminder meets with other childminders to share knowledge and experience and she receives support from the local authority in the form of visits from a development worker. The childminder has established effective partnerships with other providers delivering the Early Years Foundation Stage, thus promoting continuity and consistency of approach.

The childminder has a secure understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of the signs and symptoms of child abuse and the action she should take if she has a concern about a child's safety and well-being. Effective risk assessments are carried out on all areas accessed by the children, and on outings, to identify possible hazards and the steps required to ensure children's safety. As a result, children are safe and secure in her care.

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	EY445973
Local authority	Norfolk
Inspection number	799104
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	11
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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