

Inspection date

Previous inspection date

21/11/2012

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 form strong attachments with the childminder, who is caring and attentive to their needs. As a result, they feel safe and secure in the childminder's care.
- The childminder provides children with toys and activities she knows they will enjoy. She joins in with children's play to promote their interest and enjoyment.
- The childminder provides a supportive, caring environment where children confidently engage in make-believe play with small world characters and animals.

It is not yet good because

- Observation and assessments are not suitably consistent in depth or breadth to build on children's capabilities to ensure they make good progress in their learning and development. Consequently, activities and experiences do not always provide sufficient challenge, such as to promote children's interest in writing or to help children develop their independence at mealtimes.
- Babies and young children do not have many opportunities to explore and investigate a range of items of various textures and materials, to encourage them to experiment using all their senses.

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, and a range of other documentation.

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 husband and three children aged 15, 13 and six in Norwich, Norfolk. The whole of the ground floor of the house, except two downstairs bedrooms, is used for childminding and there is a fully enclosed garden for outdoor play.

There are currently four children on roll, two are in the early years age group who attend

for a variety of sessions, and two are school-age children who attend before and after school. The childminder's service is open all year round from 7am to 6pm Monday to Friday, except for family holidays agreed in advance. The childminder takes and collects children from the local school. The family have four pet rabbits.

What the setting needs to do to improve further

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

- improve the use of ongoing assessment, based on observations of individual children's levels of achievement, interests and learning styles, to plan motivating learning opportunities in all areas of learning and development.

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

- provide babies and young children with a range of toys and resources of various textures and weights that they can explore and experiment with, such as in treasure baskets.

Inspection judgements

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

The childminder provides children with a comfortable and welcoming environment. Her playful interactions promote children's interests and enjoyment. For example, she sits on the floor with the children and encourages them to explore and sort an interesting selection of small world figures and animals. Children use imaginative language well to describe what they are doing, for example, explaining that some of the figures are 'sat on the sofa watching television'. The childminder adapts her interactions dependent upon children's ages and levels of understanding to increase their participation. For example, she introduces them to new words while they find the animals which go in the ark. The childminder uses a suitable range of strategies to support babies' and young children's developing communication skills, such as teaching them a new song and praising them for joining in with the actions. The childminder encourages children to 'talk' to mummy on a toy telephone and children enjoy manipulating the buttons on various electronic cause and effect toys. Consequently, she supports their understanding of everyday technology. The childminder introduces relevant numbers during young children's play, and provides a commentary of what they are doing. For example, she says 'you've put two men in the car now', to reinforce their understanding of simple concepts and ideas.

The childminder is familiar with the document Development Matters in the Early Years

Foundation Stage and she is generally aware of children's capabilities within the development bands. However, she does not specifically assess children's capabilities and use this knowledge to plan motivating and challenging learning experiences to support their progress and development. For example, children enjoy making marks with roller paints and the childminder asks them about their pictures and who they are for, which promotes children's pride in their own achievements. However, this interest is not used as a learning opportunity to promote children's interest in writing. For example, she scribes what children say about their pictures or labels them with the names of the people they are for.

Children enjoy snuggling up with the childminder and sharing books together. The childminder engages children in their favourite books, such as an attractive range of small factual books about different types of animals. These are well read to promote children's interest and the childminder asks open-ended questions to encourage children to remember what they discovered about the animals last time they read the book. As a result, children are developing some of the skills they need to prepare them for their next stage in learning. The childminder knows the children well and she uses this knowledge to provide them with a suitable range of toys and activities she knows they will enjoy. Children make independent choices from toys stored in large plastic containers and the childminder asks older children what else they would like to play with. However, most toys are made of plastic and are of very similar weights and textures, therefore, babies and young children do not have many opportunities to explore and investigate items providing different sensory experiences.

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

The childminder gives priority to supporting children's personal, social and emotional development. She is playful and affectionate in her interactions, offering care and reassurance when needed. As a result, children are happy and confident in their play knowing the childminder is close at hand to offer support and encouragement. Children form good relationships with each other, showing care and affection to their friends. The childminder uses calm and consistent strategies to help children learn to share and take account of the needs of others while they play together under her close supervision. The childminder is careful to follow parents' wishes regarding their children's care. She gently follows children's routines from home when soothing them to sleep, consequently, children are well rested and their emotional well-being is supported.

The childminder provides appropriate options at mealtimes and respects children's individual dietary needs and preferences. She is careful and attentive when feeding babies to promote their safety and their emerging self-care skills. Older children are not always encouraged to develop independence at mealtimes appropriate to their age, such as to try to feed themselves with a spoon. Consequently, they are not fully prepared for future transitions, such as attending nursery. Children have access to a suitable range of physical play experiences to support their understanding of the importance of exercise and fresh air as part of a healthy lifestyle. Babies and young children have space indoors to practise their physical skills in comfort and safety. Children enjoy playing in the garden, especially

in fine weather, and have many opportunities to walk to local amenities, such as parks or the shops.

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

The childminder demonstrates an appropriate commitment to improving her practice. She is aware that as a newly registered childminder there are areas that she could improve upon, such as how to make best use of the information in Development Matters in the Early Years Foundation Stage. She focusses on providing babies and young children with a warm and stable environment in which they can thrive and feel secure. Children are provided with a suitable programme of activities and experiences, however, these sometimes lack sufficient challenge to promote their progress.

The childminder has a secure understanding of her responsibilities to safeguard children and the action to follow if she should have a concern about their welfare. She takes appropriate action to identify possible hazards and the steps required to promote children's safety. The childminder maintains all the required documentation to ensure she is able to fulfil parents' wishes regarding their children's care. She encourages parents to view their children's learning stories, which contain brief observations supported by photographs of children's play. Consequently, parents are aware of the activities enjoyed by their children. The childminder is establishing appropriate partnerships with other professionals to ensure all children get the support required to promote their future development.

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	EY444398
Local authority	Norfolk
Inspection number	799325
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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