

## Inspection date

Previous inspection date

10/12/2012

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 settle quickly because the childminder is very intuitive to their individual needs and those of their family, she ensures her setting is inclusive to everyone.
- Children make good progress in their learning and development because the childminder provides interesting and challenging activities based on their individual interests.
- Children eat very healthily and heartily because the childminder sources her food locally, and prepares home-made dishes fresh each day.
- Children are safe and well cared for because comprehensive risk assessments have been implemented.
- Children behave well because the childminder acts as a positive role model and shows children how to manage their feelings and behaviour.

### It is not yet outstanding because

- Parents have not yet been able to review their children's progress or contribute to their child's learning and development record.
- Babies' hands are not washed or wiped after nappy changes to help them establish good routines for personal hygiene when they are older.
- There is no action plan from the childminder's self-evaluation to ensure improvements are carried out in a timely manner.

## 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 lounge.
- The inspector spoke with the childminder during the inspection and carried out observations.
- The inspector looked at children's scrap books, records, a selection of policies and required documentation.
- The inspector was unable to speak with parents during the inspection, but considered their views through the questionnaires which had been returned to the childminder.

## Inspector

Andrea Snowden

## 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 two children aged one and five years in a small village between Watton and Dereham, in Norfolk. The

whole of the ground floor is used for childminding and part of the garden has been fenced for outdoor play.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Friday from 7am to 7pm, with the exception of family holidays. She is a member of the National Childminding Association.

### **What the setting needs to do to improve further**

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

- provide regular opportunities for parents to review their children's progress and to be able to contribute to their child's learning and development record
- establish routines that enable young children to learn about good personal hygiene, by washing or wiping babies hands after nappy changes
- use the information gathered through the self-evaluation process to develop an action plan in order to further improve the setting in a more timely manner.

### **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 how young children learn. They make good progress, given their starting points, and continue to learn and develop in line with their developmental age bands. This is because the childminder plans activities which stem from their particular interests. She organises toys in the setting so that children can link ideas and extend their learning. For example, a very young child notices the picture of princess character on a dressing up costume is the same as the picture in the book. This encourages the child to feel the textures of the dress and relate it to the storybook. The childminder makes regular observations of children's play and ensures that activities planned for their next steps are sufficiently challenging to ensure they make progress in their learning and development.

Parents share information with the childminder about their child's likes and dislikes and the childminder displays good information about the Early Years Foundation Stage. For example, there are posters about the prime and specific areas of learning and there is

information in the children's scrap books. However, the scrap books have not yet been shared with parents and so they have not been able to contribute to these and share what they know their children can do.

Children's transition into school has already been considered even though this is not due for a number of months. Young children visit the school with the childminder's own children, go into the classrooms and talk about going to 'big school'. The childminder also takes the children to lots of community activities which promote their confidence in meeting other adults and children and therefore develop their confidence for later learning.

Children take part in a broad range of activities which contributes to their good progress. They can sound out the initial letters of their name and older children talk animatedly in their play and to the childminder. Babies communicate their needs and feelings very well and the childminder is highly intuitive to what they are trying to say. As a result babies do not get frustrated because they are understood and their needs and interests are followed well. They enjoy story time and the childminder relates the stories in the book to the children, for example talking about how they sleep in their cot with a duck. Children enjoy cookery activities which introduce them to number when they count and weigh out the ingredients. Children also routinely use number in their play, for example, when counting the seats on their imaginary aeroplane.

They enjoy dressing up and this is made easy for them because the childminder displays outfits thoughtfully to encourage children to extend their imaginative stories. Children explore textures, through tearing and scrunching paper, or playing with fabric bags full of beans or rice. They join in active play which promotes their physical development and their social interaction. Group parachute games help children play together well whilst exercising, whilst older children are occasionally allowed to roller skate on the large tiled floor in the kitchen. Children walk to and from local schools and this provides lots of opportunities for them to stop and listen to the birds, to explore nature and learn about their local environment. The children enjoy community activities, such as joining in with the Christmas Tree festival and social gatherings, such as tea and cakes in the church.

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

Children are warmly welcomed into the care of this childminder and they settle very well indeed. The childminder treats children as if they were her own and gives them cuddles and hugs, showing her affection for them. Friendships have formed with some of the older children and they ask fondly after their friends, for example, if they have gone for a sleep children curiously ask where they are. Children are kind and well mannered, picking up positive behaviour from the childminder who acts as a very positive role model. Children are heard to comment 'thank you, that's very kind of you', and show that their understanding of other's feelings is developing well. Activities and discussions around national charity events, help children to understand about the wider world and similarities and differences in individuals.

Children are cared for in a warm and welcoming setting which is well resourced. Toys are

presented thoughtfully to encourage children to play and children are actively encouraged to make choices for themselves. The childminder is enthusiastic and motivated and so the atmosphere is one of fun and enjoyment.

Children eat healthily with the childminder. Locally sourced ingredients are used in home-made dishes for dinner, whilst the children enjoy warm brioche and bananas with hot chocolate for breakfast. The childminder talks to children about healthy eating and offers children a variety of tastes and opportunities to understand where foods come from. When walking in the village, the childminder uses day to day experiences to promote children's learning. For example, when a cyclist rides by or the children see a jogger the childminder takes the opportunity to talk to children about how important it is to keep fit and healthy. Babies having bottles snuggle into the childminder, who keeps eye contact with them and gently talks to them, ensuring the child feels emotionally secure. The childminder has provided facilities in the bathroom to encourage children to be independent, and thus be able to manage their personal hygiene effectively. Good hygiene practices are used by the childminder to minimise the spread of infection, but babies' hands are not wiped after nappy changes to help them learn about good hygiene routines from an early age.

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

The childminder is very clear with regard to her duty to protect children from abuse. She has received training to support her and understands the procedures for referring concerns. Comprehensive risk assessments and thorough policies are in place. As a result, children can play and learn in safety and the policies aid the smooth and professional running of the setting. Outings and school runs are conducted safely. Children wear identification wrist bands and high visibility vests and the childminder uses opportunities such as this to reinforce personal safety messages.

The childminder carries out monitoring of the Early Years Foundation Stage and the impact of what she provides on children's learning and development. Through summary reports she is able to identify where any child might need extra support in their learning and works with parents and engages other professionals to meet the children's individual learning needs.

She has carried out a full evaluation of her work and identified some areas for improvement to benefit young children. She plans to introduce some services to meet the needs of the community, such as short stay places and a mobile creche, and to improve her working knowledge of the Early Years Foundation Stage further. However, to date, the childminder has not devised an action plan to ensure these ideas for improvement are carried out in a timely fashion.

The childminder has a highly professional approach to her work. Documents are maintained to a high standard and information for parents, including newsletters, is of good quality and content. Since registering, the childminder has attended training to improve her knowledge and skills and to ultimately benefit the 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**

<b>Unique reference number</b>	EY446181
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	802810
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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