

Inspection date	11/12/2012
Previous inspection date	22/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- All children are settled, motivated and demonstrate high levels of independence. They are keen to learn and try new experiences, therefore, children are well prepared for school and future learning.
- The well-resourced learning environment and planned activities provide many opportunities for children to make good progress in their development.
- The childminder effectively adapts her teaching strategies dependent on children's individual needs and personalities to ensure all children are included and actively engaged in learning.
- Children's listening, thinking, language and communication skills are very well promoted through the childminder's skilled use of open-ended questioning and effective role modelling.

It is not yet outstanding because

- The childminder does not consistently seek information from parents about what their children can do, so parents can actively contribute to children's future progress and learning within the setting and at home.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children and spoke to the childminder at appropriate times during activities in the kitchen and dining/playroom.
The inspector looked at children's learning journey books, planning documents and
- the childminder's self-evaluation, children's records, a selection of policies and required documentation.
- The inspector was unable to speak to parents during the inspection, but took account of their views provided through written references.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in Terrington St. Clement, Norfolk. The downstairs of the property, with the exception of the study and lounge, are used for childminding purposes. There is an enclosed play area and garden for outdoor play. The family has a dog.

The childminder has completed basic training including first aid and child protection and

updates her knowledge through specific courses such as the introduction to the Early Years Foundation Stage. She visits the local shops and park on a regular basis and regularly takes and collects children from the local schools and pre-schools.

There are currently eight children on roll. Three are in the early years age group and attend for a variety of sessions and five are school-age children, who attend before and after school. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family and bank holidays.

What the setting needs to do to improve further

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

- encourage parents to share what they know about their children, in order to further support the educational programmes within the setting and children's learning at home.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She provides an interesting and challenging variety of activities, which cover all aspects of children's learning and development. Her ability to capture children's interest, through her playful interaction, ensures that learning is fun. For example, she makes letter recognition more memorable, by explaining that the letter 't' is for tickle, which children greatly enjoy. The childminder is adept at extending children's thinking and language skills by asking questions such as 'what comes next?', 'can you find?' or 'what piece could we use for that?'. She listens carefully to children's answers and introduces new words to extend vocabulary. Praise and encouragement are continually provided and, as a result, children are becoming confident and happy to try. For example, they are supported to find the next piece for the puzzle and encouraged to turn the piece around so that it will fit. Their effort is rewarded as they complete parts of the puzzle and they smile at their own achievement.

The learning environment is stimulating and well organised to promote children's independence. A good range of resources is stored on child-height shelving and, as a consequence, children can move freely and help themselves to toys which are of particular interest to them. For example, children pick their favourite cars or find a game or book to share with the childminder. Children demonstrate that they feel settled and at home in this warm, family environment as they respond well to the childminder and other family

members. The childminder clearly knows the children very well, gaining an in-depth understanding of each child's interests and learning abilities. Effective assessment, through regular observations, ensures that children's development and learning across the specific areas is monitored. Careful analysis of observations leads to the childminder setting achievable targets for children's future learning. The childminder shares information with parents on a daily basis and discusses any targets they wish to achieve such as toilet training. However, she does not always make the most of the information parents provide at the start of the childminding arrangement or show parents how her planned learning activities can build on what they know about their child, so they can support this at home. Consequently, the full range of information gained from parents is not used to fully support the educational programmes for children.

The childminder shows a good attitude to meeting her responsibilities with regard to checking that younger children have reached their expected milestones. She has sourced information on the progress check for children aged two years and has established good links with other settings the children attend in order to ensure consistency in children's learning and monitoring of their progress.

Children enjoy their time with the childminder and greatly benefit from the individual time and attention they receive. They have formed a strong bond with the childminder and look to her for support or help. The childminder sensitively responds to children's interests, such as in letters of the alphabet. A range of resources, including some handmade by the childminder, such as felt letters or picture cards, provide different opportunities to explore letters. Children confidently match lettered picture cards with those on the board and trace the shape of the felt letters with their fingers. They demonstrate their increasing knowledge of letters and sounds as they find the letters which are special to them, for example, the letter which starts their name. The childminder also uses similarly imaginative ideas to help children learn about numbers and how to count. Children enjoy books and readily find their favourites, either to look at themselves or to read with the childminder. They are imaginative and enjoy using objects to represent other things, such as making faces from different shaped magnetic pieces.

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

The childminder is sensitive to the needs of the children and parents. She takes time to settle children well and provides parents with policies and information which support her childminding practices. Children have a good understanding of the routines so are confident in the setting. The childminder is a consistent, calm and a good role model for children. As a result, children learn to behave well and in a manner conducive to effective learning.

Children's personal, social and emotional development is well promoted. They are becoming confident in managing their personal care and enjoy social occasions, such as mealtimes when they sit and chat together. The childminder works closely with the local schools and one of her key strengths is the very effective support she provides for children in preparing for transition to school. Parents wholeheartedly agree with this, stating the childminder has a 'strong commitment to children's learning' their children have 'benefited

socially and more importantly educationally' and have an 'advanced knowledge of letters, numbers and phonics' due to the learning opportunities provided by childminder.

The childminder risk assesses her home and minimises any potential risks. This means that children can play and grow in a safe and secure environment. The childminder also takes time to consider the potential risks when she is out with the children and helps children to understand the dangers, such as moving traffic. Children are given clear messages to ensure they develop a good understanding of a healthy lifestyle. Posters in the setting show healthy foods and demonstrate good hand-washing practices, which are reinforced through daily routines. Children enjoy regular outdoor play in the childminder's enclosed play area or larger garden where they can run, climb, balance, swing or play ball games. They walk around the farm, watching the large machinery harvesting potatoes and gain a greater understanding of where their food comes from.

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

The childminder is committed to offering a high quality of care for children and their families. She continuously monitors and reviews her procedures to ensure that they are current and drive improvement. Training in first aid and safeguarding has been undertaken so the childminder has an up to date knowledge. A comprehensive self-evaluation has been carried out and plans for future improvement have been considered to ensure their effectiveness. The childminder has sought the views of parents and their very good testimonials demonstrate that they are very happy with the service the childminder provides.

The childminder's arrangements for safeguarding are thorough, ensuring that children's welfare is consistently prioritised and promoted. She has a secure understanding of the procedures to follow and has all the relevant details for reporting concerns should they arise.

The childminder monitors her assessment and planning procedures ensuring that they accurately record children's abilities and progress. This means that the childminder is able to ensure that children are developing in line with, or exceeding the developmental milestones for their age. Overall, the childminder creates a warm, welcoming and safe environment where children are stimulated to learn and grow in confidence.

The Childcare Register

The requirements for the compulsory 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	255850
Local authority	Norfolk
Inspection number	818504

Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	22/06/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

