

Inspection date	19/12/2012
Previous inspection date	11/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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

- The childminder is enthusiastic about developing her childcare skills and knowledge and is currently studying towards a relevant Foundation Degree.
- Partnerships with parents are effective as the childminder is committed to working together with them to ensure continuity of care and learning for children.
- Consistent routines are followed to help children develop a sense of belonging. They know what happens next at any point in the childminding day. Children are operating within their expected development bands because the childminder plans for the next steps in their learning.

It is not yet good because

- The childminder is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage because she is regularly looking after more children than the framework allows.
- The childminder does not keep a record of adults working with the children to ensure that she knows who is present at any one time. The assistants do not consistently interact with the children, or consider the different ways children learn, to ensure that they are meeting their interests and individual needs.
- Children's speaking and listening skills are not always promoted effectively, to challenge their thinking and talk about what they are doing.

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 playroom and kitchen.
- The inspector spoke with the childminder and assistants at appropriate times throughout the inspection.
- The inspector looked at activity planning, children's learning journeys and a selection of policies and children's records.

Inspector

Jacqueline Mason

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband and children aged 14, 15 and 18 years in Wymondham, Norfolk. The whole of the childminder's house is used for childminding with the exception of the master bedroom and there is a fully enclosed garden for outside play. The family has a parrot and a cat as pets.

The childminder works with assistants and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll. Of these, 12 are in the early years age range and attend on a full-time

and part-time basis. The other children attend before and after school and during school holidays.

The childminder walks or drives to local schools to take and collect children. She meets up with other childminders at each other's houses. Overnight care is provided and a 24 hour childminding service is offered all year round, except for family holidays.

What the setting needs to do to improve further

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

- understand the requirements for ratios of adults to children, as set out in the 'Statutory Framework for the Early Years Foundation Stage', and ensure that they are met at all times
- supervise the work of assistants to improve the quality of their interactions with children, so that every child is supported well to make good progress in their learning and development
- guide children's communication and language development by: asking open-ended questions to help them think and respond; developing the use of story time to talk about illustrations and encourage them to make their own comments and observations; encouraging them to remove their dummy during play activities.

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

- keep a record of the names and hours of attendance of all adults looking after the children, so that it is clear which adults are present at any one time.

Inspection judgements

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

The childminder knows the children well and talks confidently about their individual routines, likes and dislikes. She is aware of the prime and specific areas of learning and plans an educational programme that is developed from the assessment of observations of children as they play. This helps to identify the next steps in children's learning and promote their progress. Children are satisfactorily supported to develop and learn, and be ready for the next stages in their learning. They are building attachments and bonds with the childminder and her assistants, which promotes their well-being and confidence.

The childminder does not monitor the work of assistants sufficiently to ensure that

children's needs are met. Assistants generally engage the children in activities only when they are directed to do so by the childminder. The assistants who work with the children do not reflect on how they learn when carrying out activities with them. For example, when playing with building bricks in an adult-led activity, children's interests are not considered. The assistants concentrate on their 'task' of asking children to count how many bricks are in the tower. They do not adapt activities to take into account that children want to build a monster. Also they do not recognise that they can still encourage counting skills, such as counting how many bricks are needed to build the monster. Children show a good awareness of number and are able to count during play situations, using and reciting some number words in sequence.

Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Children demonstrate a sense of self-awareness, deciding when they have tired of an activity or when they do not want to join in. For example, when children are being read a story by the childminder, some younger children choose not to participate. This decision is respected and the children go off to play with other toys that are available to them. Older children enjoy picture books and the childminder encourages them to sit and listen to stories. However, she does not actively support children's responses, missing opportunities to engage them in talking about the illustrations or promoting discussion and recall of a story that has just been told to them. Older children show an awareness of print. They recognise some initial sounds and are beginning to write their own name.

Children's language skills are promoted satisfactorily as they have lots of opportunities to hear conversation and the childminder talks to them constantly. However, she does not model speaking and listening skills well. Children do not have sufficient time to process questions, in order to think of an answer, before the childminder moves on to say something else. This limits children's opportunities to become confident communicators. Younger children communicate their needs and feelings through babbles and are beginning to use individual words.

Children are learning about their own festivals, cultures and customs. They take part in activities to celebrate Christmas, such as attending a Christmas party and dancing to Christmas songs. They are able to see and use technology, such as a tablet computer and show an interest in toys with buttons and simple mechanisms. Children are developing hand to eye co-ordination, confidently pressing the buttons on programmable toys and building small towers of bricks. They readily use spoons at lunchtime to eat yoghurts and older children manage this independently. Younger children are supported in this to develop their ability to feed themselves.

The childminder effectively engages parents in their children's development and learning in the setting and encourages them to share what they know about their child. She has good procedures in place to keep parents informed about their children's achievements and progress, through sharing learning journeys with them and providing them with written daily diaries.

Suitable settling-in processes are in place for new children, helping them to build secure attachments with the childminder and her assistants. Children are supported to develop self-confidence and the necessary skills to prepare them for the next stage in their learning. Consistent routines help children to know what happens next throughout the day. A varied range of toys and resources are selected each day by the childminder. Children are encouraged to choose what they want to play with, promoting their independence and self-confidence.

Children behave well. Consistent boundaries are in place to help children know what is expected of them. Any unwanted behaviour is managed appropriately. Also the childminder reminds children why their behaviour is unacceptable. Children are helped to share and take turns with popular resources. Good behaviour and individual efforts are valued and praised, which promotes children's self-esteem.

There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as helping them learn about road safety when on outings. Outdoor play is encouraged during warmer weather. During colder weather, when children do not want to be outdoors, the childminder provides opportunities for them to be active inside. She promotes activities, such as dancing, in the playroom. The childminder supports children's good health, providing healthy meals, snacks and drinks. Children are developing self-care skills, such as washing their hands before eating. All children share the same bowl of water and hand towel, although, the towel is changed daily to reduce the risks of cross-infection.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are not met. This is because the childminder regularly looks after more children than the framework allows. The childminder works with assistants but does not ensure that there are sufficient assistants present to meet the required ratios of adults to children. As a result, she cannot be sure that children's individual needs are being met, that they are adequately supervised and are safe. The childminder does monitor the learning and development requirements to ensure that children are making progress.

In other respects, the childminder understands her responsibilities to safeguard the welfare of children. She has a good awareness of the known signs and symptoms of abuse to help her recognise when children may be at risk, and she knows how to report concerns. She has informed Ofsted of all of her assistants and appropriate checks have been carried out on them, to ensure that they are suitable to work with children. A record of children's hours of attendance is maintained. However, the childminder does not maintain an attendance register for her assistants. Consequently, it is not possible to know which adults are looking after the children at any one time.

The childminder's home is safe and risk assessments are carried out to identify hazards. Steps are taken to limit risks, so that children can play safely indoors and outside. The

external doors are kept locked to protect children from intruders. Children's health is promoted.

The childminder has friendly and trusting relationships with parents. She gathers useful information from them when their children first attend her childminding setting and continues established routines, to promote continuity of care. She keeps parents well informed through daily verbal communication and written daily diaries. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children, so that concerns about their well-being or development can be quickly identified and managed. None of the children on roll currently attend any other childcare setting. This is because the childminder is registered to accept funding for three- and four-year-old children.

The childminder is enthusiastic about her own professional development and is nearing completion of a relevant Foundation Degree. She is aware of the importance of self-evaluation and reflective practice, to identify her strengths and areas for development. She takes the views of parents and children into consideration and has identified an action plan for development that is achievable and designed to bring about better outcomes for 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	259498
Local authority	Norfolk
Inspection number	896407
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	21
Name of provider	
Date of previous inspection	11/06/2010
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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