

Inspection date

Previous inspection date

09/01/2013

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

- The childminder has a secure knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts effectively to promote their learning.
- Children participate in purposeful play and exploration and are happy and motivated to learn. They all enjoy a balance of imaginatively planned adult-led activities and child-initiated play, which takes account of their interests.
- Children form secure attachments with the childminder and, as a result, they show very positive behaviour and emerging independence.
- Children's language, communication and listening skills are well promoted as the childminder provides opportunities for children to speak and listen and skilfully uses open-ended questioning to gain children's ideas.

It is not yet outstanding because

- Self-evaluation does not include the views of parents and children when prioritising improvements to further support the ongoing development of the provision.

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 the children and spoke to the childminder at appropriate times during activities in the main living room.
- The inspector looked at children's learning journey books, planning documents, 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 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and two children aged five years, in a village close to Dereham, in Norfolk. All areas of the home are registered for use by minded children. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The childminder has pet guinea pigs.

The childminder holds an appropriate childcare qualification and updates her knowledge

through specific courses, such as developing children's communication. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. The childminder collects children from the local schools and pre-schools.

There are currently seven children on roll, five 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 operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. Overnight care is not provided.

What the setting needs to do to improve further

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

- explore further opportunities for parents and children to contribute their feedback to the evaluation of the setting, so that they are considered when setting targets for ongoing improvement.

Inspection judgements

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

Children make good progress while in the care of the childminder because she has a secure understanding of how children learn. She carefully observes children to find out their interests, in order to plan activities and experiences to enhance children's learning. For example, she introduces a large cardboard box which older children creatively decorate. Younger children excitedly crawl inside to play games of peek-a-boo or follow their interest in posting things as they find objects to post through the different shaped holes cut by the childminder. Each child is confident in communicating their own needs and preferences. The childminder is very much guided by the children's ideas and what they want to do, skilfully adapting their ideas so all children can join in and take an active part. As a result, children enjoy playing together and are forming strong bonds with each other as well as the childminder. Her frequent assessments of children's learning during their play enable the childminder to build on what the children already know and extend their learning further.

The childminder encourages children's communication skills through effective interaction. She talks to children throughout activities, commenting on what they are doing and asks questions to encourage their thinking. Children thoroughly enjoy books and frequently choose a favourite story, before settling themselves comfortably on the childminder's lap to listen while she reads. The childminder is animated when reading a story which helps children to be fully engaged and listen. Younger children's sensory development is very

well promoted. They enjoy exploring a range of textures, such as different natural materials, and the recently purchased light box provides exciting opportunities to explore light and colour. The childminder offers a welcoming and child-friendly environment that enables children to play and learn in stimulating surroundings. They experience a strong sense of belonging as their pictures are attractively displayed in the hallway and children independently move around the different rooms seeking the resources they would like to play with. The outdoor environment is equally inviting and well used for the exploration of natural materials, physical play, and creative activities or for quiet stories in the tent.

The childminder works closely with parents and they frequently share valuable information that promotes children's well-being and learning. For example, although the childminder has only been caring for some children for a short time, she has already developed informative pictorial journals to show the parents children's achievements. The childminder actively encourages parents to contribute their views on their children's next steps for development, so that parents can be fully involved in their children's learning. Settling-in practices are very effective, which means that children are happy and feel secure from the start of the minding arrangement. The childminder has a webpage showing photographs of some of the toys, activities and outings enjoyed by the children whilst in her setting. This enables family members who are not able to visit the setting regularly to gain an overview of the service she provides. The childminder has prepared to complete the progress check for children aged two years and discussed this with parents. Hence, she shows a good attitude towards meeting her responsibilities with regard to checking that younger children are meeting their expected milestones.

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

Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. For example, she holds babies close to comfort them when they are tired and they are clearly comfortable in her nurturing care. Children thrive on the frequent praise and encouragement they receive and are happy to try new activities or experiences, such as crawling in to the large box. The childminder makes sure she finds out about children's preferences and their daily routines and ensures that parent's wishes for the care of their children are met. This helps children make a smooth transition into the setting.

The childminder acts as a good role model in the calm and positive way she approaches behaviour management. Children learn to share and take turns with her guidance, which means they play happily together. The childminder is able to work with parents and other professionals to ensure that children with special educational needs and/or disabilities receive appropriate care so they reach their full potential. Her guidance and support helps to ensure that all children become confident and independent, particularly in their personal care.

Children's health is promoted well because the childminder follows effective hygiene routines and practices. They learn sensible personal care routines because the childminder acts as a good role model and shows them how to wash their hands properly. The childminder encourages healthy eating and drinking water is accessible to all children so

they can competently manage their own needs. Children sit together at mealtimes so this is a social occasion. Children have lots of physical activities and outdoor play to build their strength and co-ordination. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she explains to a young child why they cannot carry a china plate, while offering to assist, so the child stills feels they are helping. Children regularly go on outings with the childminder which enhance their opportunities for learning. For example, they visit a small farm, the nearby museum, the library, walk in the woods, visit parks or follow nature trails. Weekly visits to pre-school groups enables children to socialise with their peers and enjoy a further range of stimulating activities.

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

The childminder demonstrates a clear understanding of her responsibilities under the requirements of the Statutory Framework for the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping accident records and a record of children's attendance. The childminder ensures children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of any concerns about a child in her care. Furthermore, children's safety in the home is given priority as the childminder frequently assesses the risks and ensures her premises are secure. This means children are protected from harm and able to play in safety. Daily checks of the premises mean children play in a safe and clean environment. The childminder also considers the risks to children prior to any outings and takes appropriate steps to ensure that children are safe and well supervised at all times.

The childminder is committed to continuing her professional development and is keen to attend further training opportunities. This is so she can develop her knowledge of new practices in early years and use new skills to develop the childminding provision. In addition, she holds a relevant childcare qualification and has previously worked in early years childcare. The childminder demonstrates a drive for improvement, reflects on her practice and has identified areas she wishes to develop further. The views of parents and children, however, are not consistently included in the setting of targets to bring about further improvements to the setting.

The childminder ensures that the required documentation and procedures are in place and that children's welfare is protected. She is aware of the sharing partnership needed to work with other settings offering the Early Years Foundation Stage that children attend. She helps children settle into new settings, alongside their parents, and shares relevant information. This is extended to children who attend full-time school, as she fully engages in supporting them, for example, as they dress up for the 'royal day' at school and links her after school activities to the school themes. Consequently, all children have a positive experience that forms a good base for further learning and 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
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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	EY448756
Local authority	Norfolk
Inspection number	807863
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
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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