

<b>Inspection date</b>	24/01/2013
Previous inspection date	27/07/2007

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
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 behave very well, are happy, settled and have good relationships with the childminder.
- The childminder gives children's language development high priority. She encourages the development of their vocabulary, helping them to become confident communicators.
- Consistent routines are followed to help children develop a sense of belonging. They know what happens next at any point in the childminding day.

#### **It is not yet good because**

- The childminder does not have a thorough knowledge and understanding of the learning and development requirements of the Early years Foundation Stage, to ensure she is effectively promoting the learning and development of all children.
- The childminder does not have a policy for the use of mobile phones in her childminding setting, and therefore, this is not shared with parents, to safeguard the welfare of all children.
- Partnerships with others, who provide care and learning for the children, are not consistent, to ensure that concerns about children's learning or development are quickly identified and managed.

## 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.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector did not see any parents during this inspection.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

The childminder was registered in 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 12, and 10 and seven years in a house in Necton, near Swaffham in Norfolk. The whole of the premises is registered for childminding, although the childminder chooses not to use the main bedroom. There is a rear garden available for outdoor play. The family has no pets.

The childminder attends a local toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 13 children on roll, four of whom are in the early years age group and attend on a part-time basis. The other children are in the older years age range and attend before and after school. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

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

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

- develop knowledge of the learning and development requirements in order to: provide activities and experiences to promote each area of learning; guide the development of children's capabilities through planned, purposeful play
- develop partnerships with others who provide care and learning for the children, so that any concerns can be quickly identified and managed
- implement a policy about the use of mobile phones in the childminding setting, and share the policy with parents.

### **Inspection judgements**

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

The childminder has a basic knowledge of the seven areas of learning and provides activities that interest children, but she does not ensure that activities are challenging and effectively promoting children's learning and development. Despite this, the childminder does know the children well and talks confidently about their individual routines, likes and dislikes. She uses satisfactory systems for observation and assessment, to identify where children are in their learning. However, she does not refer to the guidance document 'Development Matters in the Early Years Foundation Stage', to ensure that children are operating within the expected development bands for their age and developing the key skills necessary for the next stage in their learning.

The childminder is actively engaged in children's play and supports them in their interests. Young children explore toys and the environment and the childminder ensures that they can do this whilst feeling secure that she is nearby. Children play well alongside others and sometimes play together, showing an interest in each other's play. The childminder

recognises when young children lose interest in an activity, readily switching to another. Children enjoy their time in the childminding setting, smiling broadly as the childminder takes a photograph of them playing. They ask to see the photograph and laugh as they see their image on the camera. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests.

The childminder promotes children's language development well. Older and more confident children readily take turns in conversation and express themselves clearly. They have an extensive vocabulary and use complex sentences confidently to connect ideas, chat about their families and relive past experiences. The childminder chats to children and promotes the development of their vocabulary, through naming items of interest and encouraging children to repeat the word. As a result, younger and less confident children are able to communicate their needs and are beginning to use individual words. The childminder repeats words back to them, so that they can hear the word said correctly. She values their individual efforts, praising children when they attempt to join two words. All children in the childminding setting understand, and follow, simple instructions. For example, when the childminder tells the children it is time to wash their hands before snack, they readily go to the bathroom. Mathematical language is promoted, and children are able to use some words knowledgeably; confidently comparing size and using words, such as 'big' and 'little'.

Children enjoy exploring and making sense of objects and how they work. They show a keen interest in toys with buttons, flaps and simple mechanisms; talking confidently about toys needing batteries to make them work. Children enjoy playing with small world models, such as the train track. Children show an interest in colour and are able to name some colours correctly. They play imaginatively, basing their play on their own experiences. For example, when playing with dolls children dress and undress them. They offer the doll a bottle, cuddling it as it 'drinks'.

The childminder engages parents in their children's development and learning in the setting and at home, and encourages them to share what they know about their child. She has satisfactory procedures in place, to keep parents informed about their children's achievements and progress.

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

Children are happy and settled because the childminder effectively supports their transition to being in the childminding setting. They build good emotional attachments with the childminder and confidently go to her for hug and a cuddle. The childminder treats children with respect and positive regard, helping them to play well together, share toys and learn about what is acceptable behaviour. Consistent boundaries are in place, to help children know what is expected of them. As a result, children are very well behaved and are developing an awareness of each other's needs and feelings.

Children are well prepared for the next stage in their learning. This is because they are supported to develop the necessary skills which helps them embrace new experiences with

confidence. Toys and resources are stored well, to enable children to choose and lead their own play. Consistent routines are followed, to help children develop a strong sense of belonging. The childminder promotes continuity of care, through discussion with parents and ensuring that established routines are continued in the childminding setting.

Children's physical development is progressing well. The childminder encourages active play to promote the development of children's running, jumping and climbing skills. Children enjoy outings to local toddler groups, the playground and visits to the homes of other childminders, where they can explore and develop these skills. 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. They practise the emergency evacuation drill together, to ensure that children know what to do to keep themselves safe in an emergency.

The childminder supports children to develop a good understanding of the importance of physical exercise as part of a healthy lifestyle. She helps children learn about healthy eating. As a result, they talk confidently about what fruit they like to eat at snack time. They are helped to understand the importance of good personal hygiene and readily follow established routines for washing their hands before eating.

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

Children are kept safe because the childminder has completed risk assessments and carries out a daily checklist, to ensure that children are able to play safely indoors and outside. Risk assessments are also carried out for outings, to ensure that community facilities used by children are safe. The childminder is aware of the signs and symptoms of abuse, to help her recognise when a child is being abused or is at risk of abuse. She knows what to do if she is concerned, in order to safeguard the welfare of children. However, she has not considered the potential risks to children's safety if mobile phones are used in the childminding setting. Therefore, her arrangements for the use of mobile phones are not discussed with parents and visitors.

The childminder is suitably qualified. She has a relevant level 3 qualification and regularly updates necessary training, such as first aid and safeguarding. She has satisfactory methods to evaluate her childminding day, in order to identify her strengths and areas for development. She seeks the views of parents through daily discussion. The childminder demonstrates that she has good relationships with parents. She finds out about children's individual care routines and keeps them informed about their children's progress. However, she does not have a thorough understanding of the learning and development requirements, to ensure that she is fully monitoring children's development. Planning and assessment is unclear, and she does not effectively identify if children are working within their expected development bands and making progress.

The childminder is aware of the importance of working in partnership with others, who provide care and learning for the children. She has initiated some partnerships, but this is not consistent for all children, to ensure that their individual needs are identified and

managed effectively. For example, the childminder talks to staff at other settings that children attend, to discuss children's progress and any concerns. However, she does not discuss strategies used to manage concerns, in order to promote consistency across the settings.

### 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>	257956
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	686417
<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>	5
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/07/2007
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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