

<b>Inspection date</b>	05/02/2013
Previous inspection date	15/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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**

- Children behave well, are happy, settled and have good relationships with the childminder.
- Children are benefitting from the significant improvements being made to the provision since the last inspection. Most actions and recommendations from the last inspection have been addressed to a good standard.
- The childminder is enthusiastically studying for a relevant qualification, to enable her to better support children's care and learning.

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

- The childminder is not making best use of information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations.
- The childminder does not always create an enabling environment to support rich play as the curtains in the lounge are kept closed. Consequently, children do not have the benefit of playing in natural daylight.
- The childminder is not making use of appropriate guidance to help make accurate assessments of children's achievements when completing the progress check at age two.
- Records about individual children are not consistent, to ensure that all necessary information is recorded and stored securely.

## 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 lounge and the dining room.
- 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 spoke with one parent during this inspection and also took account of a written testimonial from another parent.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

The childminder was registered in 1997. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged seven, 11, 14 and 15 years in a house in Bunwell, Norfolk. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used

for childminding. The family has a dog, a cat and a parrot as pets.

The childminder attends a 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 nine children on roll, five of whom are in the early years age range and attend for a variety of sessions. The other children attend before and after school. A childminding service is offered all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:**

- use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- share with parents an accurate summary about a child's development when completing the progress check at age two; for example, by making use of guidance such as 'Development Matters in the Early Years Foundation Stage' to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age
- ensure that all necessary information is consistently recorded for all children and the records stored securely.

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

- establish the enabling conditions for rich play; space, time, flexible resources, choice, control; with particular reference to providing children with natural light when playing in the lounge.

### **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 keeps a record of children's learning and these 'learning journeys' give a useful pictorial record of their time with the childminder. A written

observation accompanies the photographs. However, the childminder is not secure in how to use her observations of children to accurately identify the next steps in their learning. As a result, she is not always planning activities that are suitably consistent in depth or breadth, to build on children's learning and ensure that they make good progress in their learning and development. Despite this, the activities that she does plan take into account children's interests. For example, when planning a topic about circles, the childminder considers a child who shows a keen interest in wheels.

The childminder is aware of the need to carry out the progress check at age two. She is aware of what children can do but not so confident in identifying what they cannot do or if they are struggling in any area. This is because the childminder is not making use of guidance such as 'Development Matters in the Early Years Foundation Stage' to make best-fit judgements about whether children are showing typical development for their age. 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 good procedures in place to keep parents informed about their children's achievements and progress.

The childminder responds well to children's interests and helps them to develop the key skills needed for the next stage in their learning. She is actively engaged in their play, chatting to them about what they are doing and supporting them in their games. However, she does not always recognise opportunities to consolidate what they are learning and challenge their thinking. For example, the childminder provides activities to help children learn about their own festivals and customs, and those of others. They learn about Diwali, Christmas and Chinese New Year through the provision of a range of art and craft activities. During an activity to make Chinese lanterns, the childminder does not recap on previous conversations, and as a result, children are not sure why they are making them.

The childminder recognises that children have different needs and demonstrates some ability to adapt activities so that they are achievable, regardless of the age and ability of the child. For example, when planning a writing activity, she recognises that some children are able to practise writing recognisable letters. The activity can be adapted to accommodate those who will look at letters and initial sounds and can be further adapted for the youngest children so that they hear alphabet songs and rhymes. Some children recognise their written name. They enjoy looking at picture books with the childminder to look at picture books together.

The childminder recognises children's need to play independently, but is on hand to intervene and support where needed. She recognises that the interest of younger children lasts for short periods of time. When they tire of an activity and move away from it an alternative activity is suggested. Children are encouraged to express their own preferences and interests and are supported by the childminder to participate. As a result, they play confidently with the toys and resources. They ask the childminder for help when they need support and include her in their games. They play imaginatively based on their own experiences, cutting up the 'birthday cake' in the role play kitchen and taking the childminder a slice. They readily count how many candles are on the cake.

Children are developing good communication and language skills. The childminder encourages children to talk about what they are doing and encourages conversation with others, giving them time to initiate and carry out their own verbal interactions. She asks questions and gives children time to process their thoughts before giving answers. Older children express themselves clearly. They have an extensive vocabulary and use complex sentences confidently.

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

Children are developing good emotional attachments to the childminder because she supports their transition to being in the childminding setting. She provides a homely and welcoming environment where children are happy and settled. Children are supported well, to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. They are developing the necessary skills to help them embrace new experiences with confidence. Consistent boundaries are in place to help children know what is expected of them. As a result, children behave well. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings.

Toys and resources are stored well to enable children to choose what they want to play with, promoting their sense of belonging and independence. However, the learning environment does not always meet children's needs for rich play because they do not have access to natural daylight when playing in the lounge. The curtains remain closed and the overhead electric light is used. Children do have access to some natural light when they are playing in the dining room because the curtains at one of the windows in this room are open. Children are helped children to take responsibility for their own care needs. Older children manage their own personal hygiene and all children wash their hands before eating. The childminder talks to them about the importance of good health and they are provided with a healthy diet.

There are good arrangements in place to help children learn to keep themselves safe, such as regularly practising the emergency evacuation procedure. Children learn about road safety when on outings and are regularly taken on outings into the local environment, such as visits to the park and toddler group, where they can be active and develop their physical skills. Children have daily opportunities to be outdoors. They walk to the local school and playgroup. The childminder has an enclosed garden where children can play, and has a good range of play equipment, including a climbing frame, slide, swing and wheeled toys.

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

The childminder understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of the benefits of self-evaluation and has implemented a system of reflective practice to help identify her strengths and areas for improvement. As part of her evaluation she seeks the views of parents and children. Positive steps have been taken to deal with most actions and

recommendations raised at her last inspection. As a result, she has made considerable progress. For example, she has attended child protection training, implemented a safeguarding policy and obtained the necessary contact numbers for referral. This ensures that the childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns, to fully protect the welfare of children. The childminding premises are safe and secure. Risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks, so that children can play safely indoors and outside.

The childminder has a satisfactory understanding of the learning and development requirements. She implements a programme of activities, experiences and opportunities for children, to help them make progress towards the early learning goals, but this is not monitored effectively to ensure that it is meeting children's needs. The childminder is aware of the importance of working in partnerships with others who provide care and learning for the children, so that that concerns about children's well-being or development can be quickly identified and managed. She shares information and works with other professionals, to ensure children receive any additional support that they may need.

All policies and procedures, necessary for the safe and efficient running of the childminding setting are in place. These are shared with parents, to enable them to make informed choices about their children's care. The childminder is in the process of reviewing the personal information that she keeps about individual children. She has all necessary information recorded for some children, but for others she does not. For example, she has a record of who has parental responsibility for some of the children on roll. The childminder recognises that the records she maintains are not consistent for all children, to ensure that she is able to effectively protect their well-being.

The childminder has friendly and trusting relationships with parents. She finds out about children's individual care routines and implements these to promote continuity of care. There are satisfactory arrangements to keep parents informed about their children's progress. The childminder shares records of children's learning and talks to parents about their child's day. Parents report that they are happy with the service that is provided and that she provides excellent care. Comments from parents include that their children 'feel like a member of the childminder's own family'.

### **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	256198
Local authority	Norfolk
Inspection number	818511

<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/01/2009
<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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