

## Inspection date

Previous inspection date

25/03/2013

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

- Children make good progress in their learning because the childminder seeks detailed information about their abilities when they join the setting. Additionally, she uses very good teaching methods, tailored to children's individual needs.
- Children develop pride and a sense of achievement in their work because the childminder has developed an art gallery of their paintings and drawings.
- Children explore and investigate their environment in safety because the childminder is effective in minimising hazards and keeping children safe and secure.
- The childminder monitors her assessment and planning to make sure children are offered appropriate challenges in their learning.

### It is not yet outstanding because

- There is scope to improve the continuity in children's highly effective learning between the home and setting, by routinely including parent's observations from home in the planning of activities.
- The self-evaluation does not fully reflect the impact of the childminder's consistently good efforts on children's learning and development and there is no action plan to ensure areas for development are tackled in a timely fashion.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 childminder's lounge and dining room.
- The inspector spoke with the childminder during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.

## Inspector

Andrea Snowden

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged five and three in a large village near Sandringham, in Norfolk. All rooms in the childminder's home are used for childminding purposes and there is an enclosed garden for outdoor play. The childminder attends a toddler group and activities at the local children's centre. She also visits the shops and park with the children. She collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, and occasionally, some Saturdays 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:

- enhance the continuity in children's learning between home and the setting, by routinely including parent's observations of activities children have taken part in at home to ensure they progress towards excellence
- improve the self-evaluation process to make sure it more effectively evaluates the impact of the setting on children's learning and development. Devise an improvement plan so that identified areas for development are dealt with in a timely fashion to help the setting progress to a consistently high standard.

## Inspection judgements

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

The childminder knows how young children learn and is skilful at meeting a range of children's needs. She provides a wide range of age appropriate activities, presented thoughtfully on child-sized tables and chairs. As a result, children can access activities, such as the play dough and equipment for making marks, freely and independently. She includes all children in activities and adapts what she offers to ensure they are all engaged and interested. Regular observations and assessment of children's learning are used effectively to plan next steps for children's development and as a result, activities are devised to meet children's individual interests. Consequently, they are motivated by what is offered to them. Children's progress is closely tracked to ensure any possible delay in their learning and development is quickly identified and acted upon.

The childminder introduces the children to a selection of books which are colourful and textured. She uses language to support what the children see, for example, shiny pig and sleepy pig. As a result, children are enjoying looking at books and beginning to handle them with interest. A variety of treasure baskets, which contain a range of natural materials, enable children to explore and investigate, developing the characteristics for effective learning. Stories, nursery rhymes and singing activities help develop children's communication skills, while older children practice their vocabulary, for example, when saying the names of the dinosaurs. The childminder models how equipment can be used to encourage the children to try for themselves and develop confidence. She operates the button several times, a child takes her finger and uses it to help him operate the button, and then eventually the child tries on their own. This is developing children's ability to keep trying at an activity until they enjoy success. Children are working well towards the early learning goals and as a result, are getting ready for their later move to more structured learning at school.

Parents contribute very good information when their child joins the setting. As a result, the childminder knows about their personal and social abilities, what they can manage for themselves and how they communicate. She can plan activities based on this information, which means children start to make good progress as soon as they join. There is scope to improve this further, by ensuring that parent's observations from home are included in planning on an ongoing basis. As a result, children's continuity in learning and play will be assured at all times. Parents are regularly updated about their child's progress. The childminder shares their assessment record with the parents and helps them to understand fully what children learn through play.

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

Children settle well with the childminder and benefit from a sense of belonging and security, because she closely follows their routines from home. She is skilful in ensuring all children receive individual attention and that their needs are well met. Children show that they feel safe with the childminder. For example, they all snuggle up on her lap to read a story and she talks to them about being kind and gentle with one another. Children are, therefore, learning how relationships develop and how to play together harmoniously.

Children are offered fresh fruits and bread sticks for snack and although they are very young, the childminder has introduced a sticker system. For the time being this enables the childminder to demonstrate to parents how much fresh fruit they have had. In the long term, it is hoped that children will engage with the process and be encouraged to eat fresh fruit and vegetables through choice. Children are regularly offered drinks and the childminder provides facilities for young children to sleep undisturbed to refresh them. Older children are taught how to cross the roads safely and about stranger danger. The childminder talks to them about the importance of wearing seatbelts and now older children are reminding others of their personal safety.

The childminder sets out a stimulating and well-presented play room in her lounge. Many activities are presented on child-sized tables and children can select from the wide range

of toys and activities stored in the clear plastic tubs. As a result, they learn to steer their own learning and develop independence. The childminder values children's work and displays this so that parents and visitors can admire what the children have been doing. This develops children's self-esteem and fires them a sense of pride and worth. Children behave well and the childminder uses positive messages to help them learn right from wrong. She regularly takes them to local community groups where they mix with other adults and children. As a result, they will transfer to more structured learning in school with ease, because they will have developed the confidence and independence to learn effectively.

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

The childminder is well qualified, holding a child care qualification at level 3. Her knowledge and understanding of her responsibilities under the learning and development requirements is very good. She monitors children's learning closely to ensure she is providing appropriate opportunities for them. As a result, the planning offers children challenge in their development and they make good progress. Although she has been working for only a very short period of time, she has also conducted a full self-evaluation of all aspects of the setting. She has identified some areas for development. However, the childminder has not yet fully evaluated the impact of her practices and the setting on children's good development. This means that some highlighted areas for development lack rigour. Additionally, there is no action plan devised from the evaluation to ensure that those areas for development are implemented in a timely fashion.

Good links are formed with other providers delivering the Early Years Foundation Stage, providing continuity in children's care, learning and play if they attend more than one setting. The childminder is clear which agencies are available to help her and support families in meeting the children's individual needs. Partnerships with parents are strong and a good two-way flow of information ensures that all children's needs are met well. Children are safe and their welfare is promoted effectively. The childminder has a clear understanding of protecting children from the possibilities of child abuse. She has updated her training and has the appropriate documentation to support her in this. She conducts regular risk assessments to ensure her home is safe for use by young children and the doors and garden are kept secured. As a result, children can play freely, explore their environment, even when still crawling, and learn to become independent without fear of hurting themselves.

### **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 action. 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>	EY450215
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	882689
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, which are usually the childminder's 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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