

## Inspection date

Previous inspection date

01/05/2013

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 are developing good emotional attachments to the childminder. They are happy and settled in the welcoming and homely environment.
- The childminder has a good understanding of how children learn. She uses observation and assessment of children's learning effectively to plan for their individual learning and development. Consequently, children make good progress.
- Children are keen to explore because the childminder provides a stimulating, child-centred environment where resources are attractively presented and easily accessible.
- The childminder has developed friendly and trusting relationships with the children's parents. They value the time she spends with the children and the information she shares with them about their children's development and welfare.

### It is not yet outstanding because

- There is scope to enhance the opportunities provided for children to choose where they would like to play, in particular accessing the garden.
- Resources and activities which support younger children's sensory development are slightly limited, both indoors and outside.

## 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 rooms where children play and in the garden.
- The inspector spoke to the childminder, two parents and children at appropriate times during the inspection.
- The inspector looked at children's learning journey books, planning documents and the childminder's self-evaluation form, children's records, a selection of policies and required documentation.

## 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 her partner and 14-month-old daughter in Taverham, Norfolk. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends activities at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools. The childminder holds a relevant childcare qualification.

There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions and two are school-age children who attend before and after school. The childminder cares for children Monday to Friday, from 7am to 6pm, all year round except bank holidays and family holidays.

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

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

- consider further ways of enabling children to freely access the different areas used for their play and in particular in the garden
- enhance the range of everyday resources and natural materials which encourage babies and younger children to explore using their senses.

## Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore promotes children's learning and development well. Effective planning and good organisation ensures that every child is challenged by the learning experiences provided. The childminder carefully observes children during activities, makes sound assessments of their abilities and notes emerging interests. She knows the children she is caring for very well and ensures that they benefit from a good balance of adult-led and child-initiated activities. Careful planning of activities ensures that children have access to a good variety of age-appropriate toys and resources, so they can begin to make choices about what they would like to play with. The childminder provides a balanced range of activities and outings each week and the routine is very flexible to meet the needs of all children, particularly babies.

Children's progress is consistently tracked to ensure that there are no gaps in their learning. Well-presented books for each child document children's achievements and include examples of their artwork and photographs showing children enjoying activities. The childminder works closely with parents and they share valuable information that promotes children's well-being and learning. Parents are encouraged to contribute to the assessment of children's starting points on commencement of the childminding arrangement and receive regular updates on their children's progress, both verbally and in writing. This means consistent care is provided and parents are able to support their children's learning at home. The childminder is effectively prepared for completing the progress check at age two for the children in her care, when the need arises. She, therefore, shows a good attitude to meeting her responsibilities with regard to checking younger children are meeting their expected milestones.

The childminder listens carefully and interacts well with children to help them gain confidence in their skills and to build their self-esteem. Children receive frequent praise and encouragement and beam with pride at their own achievements. The childminder consistently talks to children throughout activities, commenting on what they are doing and asking simple questions, so children are encouraged to think, listen and respond. Younger children's emerging language is promoted as the childminder makes different sounds, identifies objects they see and repeats words, encouraging younger children to copy. As a result, children's vocabulary is extended and they become confident communicators. Children enjoy playing in the sand and water tray, but fewer opportunities are provided for children to explore other materials using all their senses. Children's independence is actively encouraged. For example, younger children are supported to feed themselves, while slightly older children help to prepare food and find their shoes before going outside.

The younger children snuggle into the childminder for support and put their arms out to be picked up, demonstrating the increasingly strong bonds they have developed with the childminder. She effectively distracts them if they become upset, for example, by singing a favourite rhyme. Children join in with the familiar actions, moving their bodies with increasing coordination. They crawl confidently and attempt to pull themselves up on the low furniture. The childminder supports children with walking, helping them to get up onto their feet so they can practise their skills. Children explore a range of interactive resources, pushing buttons to make sounds or music. They are beginning to play imaginatively with the small kitchen or pretend to take dolls for a walk in the buggy. Frequent opportunities are provided for children to be creative. They use resources including paint, glue and drawing materials to create their own pictures or take part in planned creative activities, such as making lanterns for Chinese New Year celebrations. Consequently, children are also learning about different cultures and festivals.

Children enjoy their time with the childminder. She is a good role model for children, joining in activities with enthusiasm, demonstrating how things work and allowing children time to try themselves. Consequently, children are engaged and becoming active learners, which prepares them well for the next stage in their learning as they move on to pre-school or school.

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

Children are happy and clearly enjoy their time in the childminder's home. She provides a warm and family-like environment where parents and children are equally welcomed. Children have developed a strong bond with the childminder and other children who attend. New children settle well because the childminder uses thorough introduction for every new child and family. She invites parents and children to visit several times, gradually getting to know the children and understanding their care routines and any interests or preferences. This supports consistent care between the childminder and home and helps children to make a smooth transition into the setting.

The childminder has a good knowledge and understanding of the importance of healthy eating. Children enjoy healthy, nutritious meals and snacks which are freshly prepared. Children's preferences and dietary needs are carefully considered when planning menus and children are encouraged to eat a range of foods. Children spend a good amount of time outdoors each day where they are able to be physically active. Babies benefit from fresh air as they are comfortably seated in a buggy for the walk to school. During this the childminder talks to them about all the things they see and hear. Consequently, children are also learning about the natural world and experiencing aspects of the community in which they live. Older children also understand the importance on their health of drinking fluids after exercise, such as walking home from school on a warm day. Children regularly visit the park where older children can explore more physically challenging equipment. Good personal hygiene practices are reinforced through the everyday routine. The childminder supports younger children to wash their hands before meals and after playing in the garden, while older children access the toilet and hand-washing facilities independently.

Young children show a good awareness of their own safety and are learning key skills for keeping themselves safe while out. For example, from an early age, children learn safe road crossing practices during outings. Children are learning to use simple tools, such as the knives for food preparation, with increasing control and consideration for safety as the childminder provides age-appropriate explanations. She acts as a good role model in the calm and consistent way she approaches behaviour management, sensitively reminding children of the rules within the home and reinforcing good manners at all times. Consequently, children's behaviour is very good and they play well together, share and take turns with few reminders.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, in order to ensure that she is able to work within the framework and meet her legal duties. She demonstrates a good understanding of the educational programmes and overall provides a wide range of interesting activities for the children to enjoy and learn from. The childminder regularly monitors children's progress to ensure that there are no gaps in learning and all children are working comfortably within the typical range of development for their age.

The childminder creates a welcoming, safe and child-centred environment where children enjoy their learning and grow in confidence. Activities are set out in the lounge, conservatory and both areas of the garden. However, the current organisation of the space limits the children's ability to move freely between areas so they are not always able to make choices from the wide variety of resources which are available throughout the home.

The childminder is a qualified and experienced childcare practitioner and continues to access training to enhance her own professional development. She is extremely motivated and has focused aspirations for quality through ongoing improvement. Thorough self-evaluation and continual reflection on practice has led to the childminder making several changes since her registration to improve her practice. For example, she has purchased additional resources and established good systems to gain and share information with parents. Parents speak very highly of the childminder, commenting how happy they are with all aspects of the childcare that is provided and state that their children look forward to their time with the childminder. The childminder produces regular newsletters to keep parents informed of forthcoming activities and has developed a website where parents can access useful information about the childcare provision available. Relationships with other providers, such as teachers, are well established and the childminder is working with another childcare provider to support children in their transition to nursery.

The childminder has effective arrangements in place to safeguard children. Children's safety in the home is given high priority as the childminder checks her premises daily to ensure they are safe and secure. All the essential documentation is in place and well organised to help underpin children's welfare and safety. The childminder has attended training on safeguarding children and demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care. A clear set of policies effectively support the childminder's practices and are shared with parents so they are fully informed from the start of the minding arrangement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY452653
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	889351
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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