

Inspection date

08/05/2013

Previous inspection date

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 making very good progress, given their starting points, because the childminder fully considers their abilities and interests before planning any activity.
- Children learn quickly because the childminder pays particular attention to the learning styles of each individual child and adapts activities accordingly.
- Children consolidate their learning and newly found skills well because the childminder asks open ended questions which encourages them to re-visit what they have learnt.
- Children are safe and well cared for in an exceptionally warm and welcoming environment, which provides them with a real 'home from home' experience.
- Children learn to manage their own behaviour appropriately, because the childminder is exceptionally skilled at helping them learn right from wrong.
- Children have benefitted from the childminder's effective evaluation of the setting. For example, through reviewing her practices changes have been made to ensure there is more child-led play and learning.

It is not yet outstanding because

- There is scope to enhance the stimulating garden so that it further supports children's very good all round learning and development.

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, conservatory and in the garden.
- 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.
- The inspector considered parent's views by reading the letters they had sent in prior to the inspection taking place.

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 husband and 12-year-old son in Wymondham, in Norfolk. The ground floor of the property is used for childminding purposes and there is a bedroom on the first floor for sleeping, along with the bathroom facilities. There is a garden for outside play activities. The family has two cats as pets.

The childminder attends a toddler group and activities at the local children's centre. She also visits the park. She collects children from the local schools and pre-schools.

There are currently 10 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years (PACEY).

What the setting needs to do to improve further

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

- enhance the garden further, to reflect the very stimulating and rich indoor environment, so that outdoor play also supports all aspects of children's development.

Inspection judgements

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

Children in this setting make very good progress in all that they do because the childminder pays particular attention to their individual needs and interests. She knows them very well and plans activities which she knows will motivate and interest them. When children bring toys from home she quickly adapts her plans to provide extra resources so that the children can enjoy their toys in a different environment and learn in different ways. The childminder makes regular, insightful observations of children while they are playing and, because she has a good understanding of the educational programmes, assesses children's progress effectively. Planning for each child is successful and ensures that they have fun while learning.

The childminder has some good teaching methods to enable children to re-visit and consolidate what they have learnt. For example, recently children have been talking about

spring animals and their babies. While reading a book about animals the childminder asks 'can you remember what they are called?', encouraging children to think back. She also uses opportunities in children's every day routine to help them learn. At snack time a child points out that he cannot fit his bread stick in the bowl, the childminder asks 'what could we do?' encouraging children to think through problems and find answers for themselves.

The childminder provides activities which help children to progress across all seven areas of learning. As a result, they are well equipped for the move to more structured learning at school. For example, through a traditional playground game such as 'Hopscotch', children learn to count, recognise numerals and answer questions about what number comes next. Their physical skills in jumping and hopping are practiced and hand-eye coordination is developed as they throw the counter. Children learn to take turns at the game, developing social skills and managing their behaviour well.

Children enjoy listening to stories that rhyme, helping develop their listening and language skills. Younger children use sounds, for example, they re-create the animal noises when singing 'Old MacDonald's Farm', and enjoy the glove puppet which reinforces the activity. Older children speak eloquently and can listen to and understand simple instructions from the childminder. While reading a book to the children the childminder points to the words and slowly turns the pages so children learn how to handle books and recognise that print carries meaning. The childminder relates the story to activities the children have taken part in, bringing the stories to life and giving them meaning for children. Children greatly enjoy cause and effect toys. By pushing buttons and twisting knobs children learn they can make things happen, such as making the light work on the torch or making a toy play music. They visit the zoo and local groups to help develop an awareness of the community and the world around them. Children have lots of role play materials available to them, for example, older children are beginning to role play their transition to school. Children's imagination is fostered with small world play and they enjoy experimenting at messy play opportunities.

The childminder has a very secure relationship with parents and they work well in partnership with one another. Parents are well informed about their children's progress as the childminder celebrates their achievements and 'wow' moments with them every day. Parents contribute towards planning for their children and ask the childminder to work on specific tasks. For example, children's counting ability has been advanced because of the effective partnership working. Parents speak very highly of the childminder and comment specifically on the progress their children have made, the wide range of activities which are available and the childminder's attention to detail with regard to their child's individual needs.

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

Children settle very well and special bonds have formed. The childminder comments that, so far, all of the children have benefitted from some 'one to one' attention from her when settling in, which has contributed to these secure bonds and attachments. The childminder is exceptionally warm and loving towards the children, referring to them as 'her babies'

and caring for them as if they were her own. The relationship is very endearing. Children take turns and learn to share, they are often heard repeating the phrase 'share to be fair' and understand how to share toys. They are learning right from wrong because the childminder has excellent strategies for helping them to understand how to behave. She talks to them gently about what they have done and builds on their understanding using positive language. When the situation is resolved the childminder reinforces positively with comments, such as 'I'm so proud of you, that was very kind'. Children's self-esteem is exceptional because the childminder praises and encourages and constantly boosts children's self-worth.

The childminder takes children to local community groups, visits to the library and on outings. Children mix with a number of other children and adults during their day with the childminder and, as a result, their social skills are good. Children are highly confident and independent and ready to manage themselves in a school environment.

Children's physical development is fostered well, both indoors and outside. When rain stops play in the garden the childminder gets the hopscotch mats out so that children can be active until they can get outside. Once in the garden they crawl through tunnels and tents, developing their larger muscles well and visit the park to use more challenging apparatus. They enjoy digging in the sand and using small tools competently, such as trowels when planting seeds. They make healthy choices at snack time, asking for an orange before the childminder has offered anything. Growing strawberries, tomatoes and spinach in the garden helps children to understand how food arrives at the table and encourages them to eat the fresh vegetables and fruit they have grown. They sing a jolly song when they wash their hands, encouraging them to want to wash, developing good habits for later life. They also know that fresh air and exercise is good for their bodies.

The learning environment is good. Toys are clean and safe and children are reminded how to use them correctly to ensure their safety. For example, they are reminded not to shine the torch light in their eyes. Toys are presented so that children can select independently and there is a wide variety to support their all-round development. The garden is well equipped to meet children's physical needs, but there is scope to develop the garden further to reflect the rich and stimulating indoor environment. This will provide children with opportunities for doing things in different ways and on different scales than when indoors.

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

The childminder takes her role in caring for and teaching children very seriously. She has read and undertaken research to provide her with knowledge to support her work and has enrolled on various courses to develop her skills further. She has scrutinised her practices through self-evaluation and already made changes to the setting to benefit the children. For example, she has relaxed her expectations for completing all the planned activities in a given day and more realistically allowed children to lead and steer their own learning. This

has ensured that children's learning is more focussed on their individual interests and, as a result, they are more engrossed and their concentration is sustained for longer periods. Parents and children have given their views on the setting and the childminder has also sought feedback from the local authority development team. She strives for high quality and by seeking other's views ensures that her setting meets the needs of all the families she works for.

The childminder closely monitors her work in delivering the early years curriculum to children. She uses appropriate documentation to ensure children are making progress in line with the expected milestones and ensures her teaching methods are meeting children's needs.

The childminder has a clear understanding of her duties with regard to the safeguarding and welfare requirements. She is clear about the procedures to follow if she has child protection concerns and has the necessary documentation and training to support her in this. Robust risk assessments ensure children are safe and secure and outings are conducted safely. The childminder seeks very clear information from parents about their children so that she can care for them properly. She ensures she is properly equipped with training and resources to meet children's medical needs and, through practising her procedures, ensures children are safe in an emergency.

The childminder forges partnerships with other settings attended by the children in her care. Through sharing assessment records and talking to fellow practitioners she ensures continuity for the children in their care, learning and play. The childminder is clear about which agencies are available to help her in meeting the individual needs of children successfully.

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

Unique reference number	EY451757
Local authority	Norfolk
Inspection number	891219
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
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, 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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