

<b>Inspection date</b>	09/04/2013
Previous inspection date	18/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 of all ages join in planned activities together because the childminder is skilled at adapting these opportunities to meet individual children's needs and styles of learning.
- Children are fully engaged and enjoy what they do, showing sustained concentration, because the childminder knows what interests the children and provides activities accordingly.
- The childminder uses positive ways to manage any unwanted behaviour. As a result, children learn boundaries and behave very well. Their self-esteem is high.
- The childminder monitors her practice and the practice of her assistant to ensure children are offered challenging experiences, helping them to make good progress towards the early learning goals.
- The childminder regularly seeks the views of parents and considers these as part of her self-evaluation. As a result, everyone in the setting contributes to the ongoing development and success of the setting.

### **It is not yet outstanding because**

- There is scope to enhance the partnership with parents by offering different opportunities for them to contribute what they know about their child's learning and development from home.

## 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 playroom, lounge, kitchen and 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 spoke to parents during the inspection.

## Inspector

Andrea Snowden

## Full Report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and has two children aged 19 and 15. They live in a rural south Norfolk village. The whole of the property and the rear garden are used for childminding. The family has a pet gerbil and fish.

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.

The childminder often works with an assistant. There are currently 15 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, 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:

- enhance the partnership with parents by offering more and different opportunities for them to contribute what they know about their children's learning and development at home.

## Inspection judgements

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

Children in this setting make good progress in their learning and development because they are offered a wide range of activities and play opportunities which stimulate their interests. As a result, children show good levels of concentration and a determination to see things through to the end. The childminder knows the children well and plans activities according to their individual needs. Through regular observation and weekly planning she ensures children make progress and are offered challenging experiences. For example, the childminder provides a range of resources to help children learn to write. There are clipboards and pencils available for older children to make lists or school registers. Younger children experiment with writing the letters of their name, aided by the childminder who sounds out the letters. They also attempt to write the letters in their friends name, while very young children make marks in the sand with the wheels of the toy lorries and cars.

Children learn about the world around them. The childminder celebrates different festivals

and adapts the activities so that they are meaningful for all ages of children. While the very oldest children learn about Jewish Passover, and talk about the Jews and the Romans, younger ones enjoy the hunt for the unleavened bread 'Matzo'. All children enjoy experimenting with craft materials, painting with their fingers and mixing colours to create new ones. Children show an interest in books. They begin to read the story to their friends, 'once upon a time' and then ask the childminder to take over the reading. The childminder provides some musical toys for children to experiment with sound, whilst younger children move their bodies in response to the rhythm.

The partnership with parents is very strong. They speak exceptionally highly of the childminder and make comments about how pleased they are with children's progress, for example, their speech and language development. There is good information available to parents about the Early Years Foundation Stage and they receive a copy of the activity plans. Parents have access to their children's assessment records and are encouraged to contribute to these. However, there is scope for the childminder to devise more and different opportunities to enable parents to contribute their ideas. This ensures all children enjoy continuity in their learning and development between home and the setting.

Partnerships with other providers, attended by minded children, are secure and through working together both settings have implemented plans to help children make progress. The childminder also works well with parents when their children move in and out of the setting. Children are working well towards the early learning goals and as a result, are getting ready for their move to more structured learning at school.

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

There is a very close bond between the children and the childminder. She works closely with parents to ensure that the settling-in arrangements for children are tailored to ensure a smooth transition from home to the setting. The childminder is kind and gentle with them and reassures and comforts them. She settles children gently, so they can rest and sleep and talks to children with lovely gentle tones which are reassuring and affectionate. Children progress in their personal and social development very well because they are secure and confident in the care of the childminder and in their surroundings. Children of all ages play cooperatively together and are learning to think of how others might feel, for example, the childminder reminds them to be gentle and kind with one another. As a result, there is a calm and friendly environment in which children play and learn.

Children move around the childminders house with confidence, making choices about what to play with and developing their own ideas. Their physical development is fostered well. They chase around the childminder's garden, use some of the resources to develop a sense of balance, for example the rocker, and use the climbing frame to develop their muscles and climbing skills. Children use small tools well to develop their hand and eye coordination, for example they use tongs adeptly to help themselves to fresh fruit at snack time. Babies are encouraged and supported in becoming mobile, their hands held as they take their wobbly steps.

Children talk about the 'magic' in food which makes them big and strong and they understand that they need to catch their germs in tissues. Children learn about their personal safety because the childminder encourages them to assess risks for themselves. This helps them develop skills to keep themselves safe as they grow older and more independent.

The childminder uses good tactics to help children learn about expected levels of behaviour. For example, the childminder deflects the negative attention to a play figure when it is being played with at the dining table. By explaining that the figure 'gets up to all sorts of mischief at the table' this encourages the children to leave the toy when they are eating and improves behaviour at the dining table. Children are praised and encouraged and they have a high level of self-worth and belief.

The childminder's home is warm and welcoming. She organises the toys so that children can independently choose them for themselves. They are in clear storage boxes, with pictorial labels describing the contents, so that each and every child, regardless of age, language or ability has access to them. The childminder takes children to local groups and activities with other children and adults, helping develop their social skills and confidence. This helps to support them in their future learning and development, for example, when they move onto school.

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

The childminder is well qualified and experienced in her role. She is currently studying a higher level course in childcare to update and develop her knowledge and skills to benefit children and improve her setting further. The childminder reviews her practices and those of her assistants to ensure children are safe and well cared for, such as ensuring they have current first aid certificates. She monitors the educational opportunities, which ensures children continue to make good progress in their learning and development.

The childminder has a clear understanding of her role in promoting children's safety and well-being and they are supervised well at all times. There are appropriate risk assessments in place to minimise hazards and keep children safe in the childminder's home and while on outings. She fully understands her responsibilities with regard to child protection and has the necessary training and documentation in place to support her. The childminder understands the importance of informing Ofsted of any changes and all adults have undergone checks to ensure their suitability.

Where children have identified special educational needs and/or disabilities the childminder works closely with parents to ensure appropriate plans are put in place to help children progress. She is clear about which agencies are available to help her and support families in meeting the children's individual needs.

The childminder uses self-evaluation to reflect on the quality of her provision. She identifies areas for improvement and as a result, has changed the playroom to make sure toys and resources are more accessible for children. She has identified the need to recruit

another assistant so that children benefit from stability and continuity in the setting. The childminder seeks the views of parents to include their ideas and thoughts in her development plans. As a result, changes are made in line with everyone's views, having a positive impact on children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	256546
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	907455
<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>	10
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2009
<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, 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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