

<b>Inspection date</b>	05/08/2013
Previous inspection date	20/11/2008

<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**

- Warm, caring relationships are established between the childminder and the children. As a result, children have good emotional attachments to the childminder and are happy and settled.
- The childminder has friendly and trusting relationships with parents. She keeps parents fully informed about their child's day, learning and development.
- The childminder has a good understanding of how children learn. She identifies where children are in their learning and plans activities that are firmly rooted in their interests.
- Children behave well. They build warm friendships with each other and play harmoniously together.

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

- The childminder does not consistently provide opportunities for children to hear and use mathematical language.

## 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 lounge, the dining room and the garden.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke with the childminder about the service that she provides.
- The inspector spoke to a parent and looked at written testimonials.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

The childminder was registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 19, 18 and seven years in a village near Dereham, Norfolk. The whole of the childminder's house, with the exception of two bedrooms, is used for childminding and there is an enclosed garden for outside play. The family has a cat, two guinea pigs and a rabbit as pets.

The childminder visits the shops and park on a regular basis. She access local community facilities and attends a childminder support group at the local Children's Centre. The childminder works alongside other childminders and assistants. She collects children from the local schools and pre-schools.

There are currently 21 children on roll, 14 of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- provide consistent opportunities for children to hear and use mathematical language during their play and every day routines.

## 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 likes, dislikes and interests. She has a good understanding of how children learn. A record of observations is maintained for each child, using photographs and written evidence. These are analysed, and used in planning activities which reflect children's interests and individual developmental needs. Children's developmental progress is tracked effectively, to ensure they are working within the typical range of development expected for their age. The childminder carries out the progress check for children aged two years. This is shared with parents and they are encouraged to contribute their views. The childminder keeps parents informed about their children's achievements and progress through daily discussion and sharing written records about their child's learning.

Children enjoy using toys with buttons and flaps. Younger children use shape sorters and

other 'toddler toys' with buttons and 'plungers' confidently, seeking out adult support when they are not strong enough to press them independently. Their physical skills are further promoted because the childminder provides malleable materials for children to press and stretch. Children use one-handed tools, such as rollers and cutters independently. These skills are readily transferred to everyday routines, such as using a knife and fork at lunchtime. Routines, such as nappy changing, are used to promote children's awareness of numbers, for example, counting 'one, two' when putting on trousers and shoes. However, the childminder does not consistently provide opportunities for children to use numbers and other mathematical language in their play.

The childminder supports the promotion of children's communication and language skills well. She responds effectively to the babbles and gestures of babies, repeating individual words and congratulating them when they attempt to say the word. Older children are encouraged to talk about what they are doing, readily taking turns in conversation. Concerns about children's communication and language development are quickly identified. The childminder discusses the concern with parents and, with their permission, seeks professional support. As a result, children are supported well to develop good speaking and listening skills and an extensive vocabulary.

Children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning. All children are supported to make good progress in their learning and development, through a varied range of child-initiated and adult-led activities. Babies and toddlers explore the environment confidently knowing that the childminder is nearby. They 'check in' with her often. Children play well together, with children in the older years age group readily engaging with the younger ones. Younger children copy the actions of older ones. For example, they move freely between indoor and outdoor spaces, readily running indoors to sit at the desk and 'write a note' during role play games. They play harmoniously together in the homemade 'den'.

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

Children are supported well in their transition to the childminding setting. The childminder gathers useful information from parents, to identify children's individual routines, likes and dislikes. As a result, their care needs are met well. They are settled, and feel safe. Children have very good bonds with the childminder and each other, readily seeking out others to play games. They have a good awareness of, and respect for, the needs and feelings of others. Children behave very well. Consistent boundaries are in place to help children know what is expected of them. Any unwanted behaviour is managed sensitively, taking into account children's age and level of understanding.

There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. Children are supported well to develop the necessary skills to help them embrace new experiences with confidence. This helps ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. Children benefit from a wide range of play materials to support their learning and development. Toys and resources are stored at low-level and are organised to enable children to choose what they want to play with.

Children's health needs are met well. The childminder provides meals for children but parents are able to send a packed lunch if they wish to do so. The childminder talks to parents about providing healthy options. The childminder provides healthy snacks. Children are encouraged to try a wide variety of fruit and vegetables, and particularly enjoy 'smoothies' after lunch. Children are encouraged to manage their own personal hygiene needs, and developmental milestones, such as potty training are managed sensitively. There are good arrangements in place to help children learn to keep themselves safe, through everyday routines. For example, they talk about road safety when on outings or when walking to and from school.

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

The childminder understands the welfare and safeguarding requirements of the Early Years Foundation Stage, to ensure that she works within the framework to meet her legal duties. She has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is being abused or is at risk of abuse. She knows what to do if she is concerned, in order to safeguard their welfare. The childminding assistants are registered with Ofsted and all necessary suitability checks are in place. The childminder is aware of the need to inform Ofsted of any significant event which is likely to affect the suitability of anyone who is in regular contact with children. The childminding premises are safe and secure. Risk assessments are carried out, to ensure that hazards to children are identified. Steps are taken to limit risks, so that children can play safely.

The childminder meets the learning and development requirements. She reviews the children's learning journey records, ensuring that her co-childminders and assistant are observing children regularly across all areas of learning and that the written records are up-to-date. The childminder is aware of her strengths and areas for development. She seeks the views of parents, through daily discussion and annual, written questionnaires. Through her own reflections, informal discussions with the co-minders and assistant, and the results of parents' input, an action plan for improvement has been developed, that is challenging but achievable. Good steps have been taken to address the action and the recommendation set at the last inspection. For example, she has improved how she organises the environment and resources, through storing toys and resources so that children can access them independently.

The childminder keeps parents well-informed, both by written information and talking to them daily. She keeps a daily diary for each child in the early years age group, to ensure that all necessary information is passed to parents. Partnerships with parents are friendly and trusting. She is committed to working together with them, to ensure continuity of care and learning for children. Parents praise the childminder highly and say they would have 'absolutely no hesitation in recommending her to anyone looking for a childminder'. They state that the childminder is 'welcoming, creative and caring, making all the children she cares for feel like they are part of a big loving family'. 'They are cared for within the home as if they are her own. There is always time for all of the children'. Parents value that they find her 'helpful, flexible and always tries to accommodate everyone's needs'. The

childminder has established partnerships with others who provide care and learning for the children. She knows the staff at the pre-school that the children attend well and talks to the children's key person about any concerns. As a result, children's individual needs are readily identified. Action is taken to secure the support from other professionals, to ensure that children are able to make the best progress that they can, given their starting points.

### **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>	EY269543
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	930786
<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>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/11/2008
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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