

Inspection date	28/08/2013
Previous inspection date	23/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's learning is purposefully promoted as the childminder has a very secure knowledge and understanding of how children learn through supported child-led play and free exploration. The childminder and her co-childminder very effectively adapt their teaching, to ensure that all children are included and activities are tailored to meet the needs of each child.
- Meticulous assessment and planning for children's individual learning and development means that children thrive in the childminding environment and they are making excellent progress in their learning.
- The childminder has created a very stimulating child-centred environment, both indoors and outdoors, for children's learning. She is also highly successful in enhancing their learning through additional activities and outings within the local area.
- The childminder has excellent partnerships with parents. She very successfully and sensitively works with parents to promote all aspects of children's care, learning and development within her setting and at home.
- The childminder is passionate about providing high quality childminding for children and their families. Excellent systems are in place to accurately monitor and evaluate all aspects of the provision, leading to a well-targeted action plan for ongoing improvements to the setting and practice.

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 the children and spoke to the childminder at appropriate times during activities in the rooms where they play and in the garden.
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.
The inspector was unable to speak to parents during the inspection, but took
- account of their views provided through written references and comments in their children's records.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged nine and six years, in Reepham, Norfolk. All areas of the home, apart from the master bedroom, are registered for use by minded children. There is an enclosed garden for outdoor play. The family has three dogs, a cat and two rats as pets. They also keep chickens.

The childminder regularly visits the shops, park and other local activities suitable for pre-school children. She collects children from the local schools and pre-schools.

The childminder works with a co-childminder each day. There are currently 26 children on roll. Of these, 13 children are in the early years age group and attend for a variety of sessions. The childminder cares for children Monday to Friday, from 7.30am 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:

- enhance the already excellent provision for children to become independent in their self-care, by providing them with even more opportunities to be involved in, and help, during meal-times.

Inspection judgements

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

Children thoroughly enjoy themselves and make excellent progress. The childminder is enthusiastic, motivating children to become confident and independent learners. She has an excellent understanding of how children learn and make progress through their play and ensuring the environment is stimulating, extremely well-resourced and provides a challenge. Children's progress is very closely monitored through precise observation and highly effective assessment systems. Information gained from these is used by the childminder to purposefully plan activities to extend and reinforce children's learning and build on their current interests. Consequently, all children's learning needs are identified and carefully catered for, so that their ongoing progress is assured.

The childminder is very aware of the different ways in which children learn and provides

an excellent age-appropriate balance of child-initiated and adult-focussed activities. For example, she focusses role play around holidays, introducing the idea of camping and provides resources, such as, tents and a play barbeque, to stimulate the children's imaginative play. Children are captivated by the idea and confidently express their ideas or share their experiences. This leads on to the childminder planning a barbeque one evening for tea. Consequently, children are becoming highly imaginative, are communicating their thoughts and ideas well and are involved in the planning of forthcoming activities. Children also have the opportunity to take the lead in activities, such as setting up the play farm before other children join in the play. Children confidently select resources they would like to play with and which interest them. Consequently, children display increasing levels of engagement and concentration. The childminder also ensures she plans some activities to extend children's early mathematical and literacy skills in readiness for going to nursery and school. For example, she introduces mathematical language and counting while children draw or construct and during routine activities or outings.

Children relish being outdoors. The childminder adeptly coaches children in developing control, balance and co-ordination in movement when using a variety of increasingly challenging apparatus or wheeled toys. Children learn through first-hand experiences about the natural environment. They help plant, tend and harvest vegetables, collect eggs freshly laid by the hens and observe the changes to tadpoles they have collected. They explore different natural materials, such as, sand and water and enjoy digging in the mud patch, which is being developed into a 'mud kitchen'.

Other aspects of children's learning are effectively and imaginatively promoted. Babies and toddlers particularly relish the space to investigate and explore. Their sensory development is well-stimulated through the wide variety of light and sound resources, 'treasure baskets', textured toys and accessible mirrors so that young children gain an understanding of themselves.

Children's communication skills are expertly promoted. The childminder effectively follows strategies learnt on courses attended, to foster the children's early language and communication skills. She carefully assesses how well they listen, understand and communicate and adapts her interactions, conversations, questions and explanations accordingly. The childminder consistently talks to children as they play and during routines. She adeptly builds on and extends their vocabulary, introducing new words, such as naming the different zoo animals they play with, during their imaginary game. Consequently, children are becoming confident communicators. Children's love of books and stories is very well fostered. Children choose favourites and sit together to listen while the childminder reads, captivated by the story. They are able to recall stories and predict what might happen next, as the childminder repeats stories regularly so these become familiar. Children's interest in books is further promoted as the childminder has an inviting cosy 'book corner' set up in her home and frequently takes books to read outside. Older children particularly enjoy demonstrating their reading skills to the younger ones, who listen eagerly. Children have regular opportunities to use pencils, crayons, chalks and paintbrushes to practice making marks, in both practical and creative contexts. The childminder effectively encourages children's recognition of sounds and letters so they learn to identify their own names, such as, on coat pegs or their pictures.

The childminder extends children's experiences by involving them in local toddler activities, regular walks, visits to different parks, the library and opportunities to go on varied and interesting outings. For example, children visit the Forestry School where they have great fun building dens or they go on nature walks. As a result, children are taught about the world around them as they learn to enjoy the outdoors.

The childminder is highly successful in encouraging parents to contribute in different ways to their children's learning and development. For example, she gives them valuable information on how to support their children and information on the planned theme or topic, so that they can follow up their child's learning at home. The childminder bases initial assessment on children from the comprehensive information she gains from parents during settling sessions and on entry to the setting. Thereafter, parents are given frequent updates about their children's progress in the setting, are involved in deciding on children's priorities for learning and regularly share their children's achievements and experiences at home. Parents of two-year-old children welcome her assessments and recommendations for their child's future learning, contained in her accurate progress checks. Parents say how impressed they are with the range of activities and outings the children enjoy and express their views that their children are learning and happy in the setting.

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

The childminder is highly effective in promoting children's well-being and in ensuring that they have the confidence, emotional and social skills in readiness for school. She ensures children are nurtured and thrive, because she fully understands and meets their individual care routines, health, dietary and cultural needs. The childminder and her co-childminder adeptly incorporate children's individual routines into daily sessions. For example, one childminder feeds and settles young children providing individual time and attention, while the other childminder engages the remaining children in an activity. Consequently, children develop strong bonds with the childminder and co-childminder.

The childminder is highly proficient at building warm and trusting relationships with parents that help their children to feel emotionally safe and secure. Flexible settling-in sessions, guided by the children and parents' needs, help the children to become accustomed to the environment, the other children, childminder and her co-childminder. Very detailed information is gathered from parents about children's routines, needs and capabilities so that initial care is tailored to each child's needs, which means that transitions between home and the childminder's setting are a positive experience and children settle quickly. Thereafter, parents are reassured because the childminder sends them information throughout the day about their children's care and discusses this fully as they collect children at the end of each day.

Children actively participate in an extensive range of stimulating play experiences in a very child-centred and welcoming environment. The dedicated playroom, with child-accessible resources encourages children to become independent in their play and learning. Photographs of the children enjoying activities adorn the walls, alongside a display of their

birthdays to celebrate, so that children experience a strong sense of belonging. Excellent consideration has been given to the layout of the whole provision. Areas have been created for different types of play, quiet space is provided for children to sleep undisturbed and sufficient space is available for meals, so that all the children eat together. Furthermore, children can freely access the equally well-equipped and exciting garden. From an early age, children's independence is encouraged and they play an active role in the setting, for example, choosing activities. They help with tasks, such as clearing away toys before snack, following the familiar routine. The childminder adeptly helps children to manage their self-care. For example, she encourages them to become independent by putting on their own shoes and getting ready for outdoor play and, from an early age, children are encouraged to wash their hands properly. There is, however, even greater scope for the childminder to involve children more in the preparation and serving of snacks and meals, to further promote this aspect of their self-care skills.

The childminder is highly successful in fostering children's good relationships and social skills. Relaxed and social snack and meal-times provide babies and children with really positive opportunities to enjoy each other's company. The childminder and co-childminder join in to encourage their choices, good manners and developing communication. Babies love being able to feed themselves and invitingly presented snacks and meals encourage all children to try different tastes. Meals are well-planned, nutritious and home cooked. Children's health and dietary needs are very well considered and the childminder undertakes additional training to ensure that she can care for children with very specific medical needs. Children have plenty of outside and active play. The childminder ably promotes their skills, control and confidence in movement and in handling physical play equipment or different tools. Children's understanding of keeping themselves safe is evident. They are encouraged to take appropriate risks and physical challenges. For example they confidently use the climbing wall to get onto the slide, but know to sit at the top and come down the slide safely. The childminder also teaches them about safety, both within the home and while on outings, and organises visits to the local fire or police station, so that they can become familiar with people who might help them.

Children enjoy playing together and develop strong friendships within the group. The childminder extends the opportunities for children to learn to mix with more children, for instance, by joining with another local childminder for outings or taking children to local toddler activities. The childminder acts as very good role model and supports children exceptionally well in learning to share, take turns, act kindly and be considerate of others. She explains things clearly so that children know what is expected of them, adeptly discussing feelings with older children and reminding them to be aware of the younger ones. The childminder's frequent praise and encouragement gives children confidence and encourages them to do well. They are treated with the utmost respect and their contributions are valued, as both childminder's hold conversations with children and seek their views and opinions. Consequently, children's behaviour is very good.

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

The childminder is passionate about providing a high quality childminding provision for children and families. Along with her co-childminder, she consistently maintains high standards, by carefully monitoring and evaluating all aspects of the provision. This includes seeking the views of parents and children, who are central to the way the childminder and co-childminder shape their provision. Self-evaluation and improvement planning are consistent, accurate and highly effective in bringing about sustained improvement. Over time, these have included embedding more rigorous assessment practices to enable the childminder to track children's progress and pinpoint any gaps in their learning, very effectively. Also significant improvements have been made to the indoor and outdoor provision, enabling children to have greater choice and improved play opportunities, more space and greater independence. The childminder and co-childminder consistently assess the impact of their provision, activities, resources and teaching on children's learning and development. This means they have a very good overview and are able to identify any gaps in a child's learning or in the educational programme, so these can be swiftly addressed. Systems are in place to regularly audit and review record keeping, policies and procedures to ensure that these reflect current guidance and regulations.

Continuous professional development takes high priority and the childminder consistently extends her own knowledge and skills through research, attendance on training sessions and visits to other high-quality early years settings. The childminder welcomes and readily acts on ideas from courses she or her co-childminder have attended, as well as advice from experienced practitioners, in order to enhance children's learning and to better meet their individual care needs. The childminder's excellent working relationship with her co-childminder and strong partnership with parents make a significant contribution to her success in meeting each child's needs. They consistently ensure that sessions run smoothly, taking full account of each child's care routines and needs and plan high quality learning experiences for all children. Information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents very much appreciate the high quality provision made for their children and the support they receive from the childminder regarding different aspects of their children's learning and development. Parents are kept fully informed about their children's routines, activities and achievements while with the childminder. Through newsletters, a noticeboard and displays in the setting and through telephone contact and verbal discussions, the childminder keeps parents up-to-date about different aspects of her provision. She works very effectively with parents to ensure that children develop the skills and aptitudes needed in readiness for school. The childminder also understands her role to work in partnership with other providers and schools. This enables her to ensure good continuity for children attending more than one early years setting and to help ensure exceptionally smooth transitions when children move on to full-time education. Furthermore, the childminder's precise assessments of children's progress while in her setting, completed in liaison with parents, mean that accurate information is passed on as children progress on to the next stage in their learning.

Children are very effectively safeguarded. The childminder fully understands her role to protect children from harm and has a thorough understanding of how to safeguard children's welfare. Therefore, she is fully able to take prompt and appropriate action if she

has any concerns about a child's welfare. Robust safeguarding policies and procedures are in place to guide practice and to inform parents about the childminder's responsibilities. The childminder has links with the local children's centre, so she knows the agencies and range of services she can help parents to access. She gives high priority to ensuring that parents understand how she is registered and how her and her co-childminder's suitability has been checked. Children's safety is given high priority and the childminder uses very effective measures to ensure that the premises are safe and secure. Toys and equipment are high quality as they are also regularly checked, cleaned and kept well-maintained. The childminder's detailed welcome pack for parents gives them valuable information about all aspects of the provision for children. Comprehensive policies and procedures, also guide and support the very effective overall operation of the setting.

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	EY385647
Local authority	Norfolk
Inspection number	915560
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	26
Name of provider	
Date of previous inspection	23/06/2009
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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