

Inspection date

03/09/2013

Previous inspection date

10/08/2011

The quality and standards of the early years provision

This inspection:

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 have formed strong bonds and attachments with the childminder. This means that they are confident, happy and sociable and have a firm base from which they make good progress in relation to their starting points.
- Well-established partnerships between the childminder and parents ensure that information is shared effectively and children benefit from consistency in their care and development.
- The childminder has a good understanding of how children learn. She makes frequent observations and assessments of children, to help her plan a stimulating and exciting array of activities and outings, which interest children and enhance their learning.
- The childminder takes positive steps to help children become independent in their learning and try new experiences, so that they are well-prepared for school and their future learning.

It is not yet outstanding because

- There is scope to strengthen the outdoor provision, by extending further the opportunities provided for children to explore and learn about nature, move and role play.
- Children do not have frequent opportunities to experience signs, symbols and words in their everyday environment, to promote their interest in the written word.

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 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 feedback questionnaires and comments in their children's records.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner on the outskirts of East Dereham, Norfolk. The downstairs of the premises only is used for childminding. There is an enclosed garden for outdoor play.

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

There are currently four children on roll, two are in the early years age group, who attend for a variety of sessions and two are school-age children, who attend before and after school and during school holidays. The childminder cares for children Monday to Friday, from 7am to 5.30pm, all year round except bank holidays and family holidays. The childminder holds an appropriate childcare qualification.

What the setting needs to do to improve further

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

- extend the use of the outdoor area to give children more choice and further opportunities to explore and learn about the natural environment, move and role play
- create an environment which is richer in print, where children learn about words and that print carries meaning.

Inspection judgements

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

Children make good progress while in the care of the childminder because she has a secure understanding of how children learn through their play and first-hand experiences. Rooms are well-organised, so that toys and resources are easily accessible, which means that children are able to choose from a wide range, that stimulate their interest and enjoyment. For example, children readily select different toy vehicles and add these to their play with the train track. Consequently, children are becoming independent and readily engage in activities of their own choosing. Furthermore, the childminder is responsive to their requests, such as to play with dough. She enables children to mix flour and water together to make a dough and they delight in exploring this with their hands or

using small tools. The childminder knows children she is caring for very well and uses this knowledge to provide a good, balanced range of activities and outings each week, which she knows will extend children's learning further. She carefully observes children during their play and uses this information effectively to support them in taking the next step in their learning. For example, she introduces counting into routine activities and supports children in developing their manipulative and coordination by providing lots of resources to operate with their fingers. Children are becoming increasingly imaginative. They initiate their own role play, finding tools from the play workbench, which they use correctly when pretending to repair the furniture. The childminder joins in their activities with enthusiasm, demonstrating how things work, such as the battery operated drill, allowing children time to try themselves and practise. She praises children's attempts as well as their achievements. Consequently, children are becoming confident, self-assured and willing to have a go at new tasks. This supports children's readiness for the next stage in their learning.

The childminder encourages children's communication skills through effective interaction. She talks to children throughout activities, commenting on what they are doing and asks questions, so that children express their ideas and share their experiences. For example, while children play with the farm, she asks questions about a family member who works on a farm, leading to a discussion about harvesting. New vocabulary is introduced as the childminder names the items the children play with. Children eagerly copy these words and then incorporate them into their play. Consequently, children are able to relate their play to real life experiences and begin to understand the world around them, while developing their vocabulary and communication skills. The childminder has a good display of books and spends time reading stories with children or encouraging them to read simple words for themselves. However, the play areas contain little use of signs or other examples of the written word, therefore, children have fewer opportunities to show an interest in print in their everyday environment.

Children enjoy their time with the childminder and younger children greatly benefit from the individual time and attention they receive. They have formed a strong bond with the childminder and look to her for support, help or just a cuddle when they become tired. Children enjoy a range of creative activities. Paints, glue and a variety of materials are provided, which encourage children to be creative and express their ideas through pictures. Children readily help themselves to crayons, pencils or chalks. Younger children use these to experiment with making marks, while older school age children write confidently and record their own stories.

Children's progress is consistently tracked to ensure there are no gaps in learning and all children are working comfortably within the typical range of development expected for their age. Detailed diaries are used to record observations of children enjoying activities, progress noted and the next steps for children's learning as well as everyday routine events. 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 entry to the setting and receive regular updates on their children's progress, both verbally and through the diaries. This means consistent care is provided and parents are able to support their children's learning at home. The childminder has effectively prepared for completing the progress check at age

two for children in her care, when the need arises. Hence, she shows a good attitude towards meeting her responsibilities with regard to checking that younger children are meeting their expected milestones.

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

Children are happy, settled and develop a strong sense of belonging as their individual needs are supported well. A safe, welcoming and homely environment is provided where children happily initiate their own play and are keen to take part in planned activities. Indoors, children access a wide, varied and stimulating range of age-appropriate resources, that enable them to follow their own interests. However, the outdoor area, which is currently being developed, does not provide the same richness in resourcing. This means that children's learning opportunities outdoors are not always maximised to continually allow them to play and explore for themselves. The childminder is a good role model. She ensures that children acquire important skills, such as listening and following simple instructions, concentrating and self-care. As a result, children are confidently prepared for the next stage in their learning when they start pre-school or school.

The childminder encourages good behaviour through praise and encouragement. Distraction methods are used to manage inappropriate behaviour with reasonable explanation, appropriate to children's ages and stages of understanding, used when required. For example, as children both want a specific toy car, the childminder clearly explains how they need to take turns with their friends. Consequently, young children are learning to share and consider others, under the childminder's calm guidance.

The childminder has quickly built warm and trusting relationships with parents that help to ensure that children feel emotionally secure and settle quickly in the setting. Settling-in sessions help children to become accustomed to the environment, the childminder and other children attending the setting. Good information is gathered from parents about children's routines, needs and capabilities, so that initial care is tailored to each child's needs. This means that transitions between home and the childminder's setting are a positive experience and children settle quickly.

Children are learning about healthy lifestyles. They frequently go outside for active play and visits to the local park enable children to be energetic and use their physical skills, as they access more physically challenging equipment. Regular outings mean that children learn to mix with their peers during pre-school sessions and help them to learn about their own community. The childminder encourages healthy eating and drinking water is accessible to all children so they can competently manage their own needs. Children sit together at mealtimes so these are social occasions and children become independent at feeding themselves. The childminder plans some cooking activities, such as making pizzas for lunch. This encourages children to try different foods as they learn to enjoy eating what they make. The childminder caters well for children's different dietary and medical needs, attending training as required to ensure that she is able to effectively promote each child's health and well-being. She holds a recognised first aid qualification, in order to take appropriate action in the event of a child having an accident. The childminder encourages children to be active and explore their environment, while teaching them to be

safe. For example, she teaches safe road crossing practices while on outings with children and talks to children about safe practices in the home.

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

The childminder has a good understanding of her responsibilities for meeting the learning and welfare requirements of children in her care. She demonstrates a secure understanding of the educational programmes and overall, provides a wide range of interesting activities for children to enjoy and learn from. The childminder has a very positive attitude to the continual development of her childminding provision. She holds an appropriate early years qualification and has updated and developed her knowledge and skills further, by regularly attending shorter training courses focusing on different aspects of early years work. Self-evaluation has led to the childminder identifying aspects of her provision she wishes to improve in the future, such as the provision in the garden. Parents and children are regularly involved in the childminder's evaluation of her service. Therefore, actions to date have been effective in driving improvement.

Relationships with parents are positive. Parents contribute to the initial assessments of their children and are kept well informed of their children's progress and daily care routines through a daily diary. Parents also add regular and very positive comments, in the diaries about their children's learning, to reflect that they are fully involved with supporting their children's learning and development. This also helps the childminder to ensure that she is providing for parents' wishes and her care continues to benefit children's learning needs. The childminder is able to work with parents and other professionals to ensure that children with special educational needs and/or disabilities receive appropriate care, so they reach their full potential.

The childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow. She ensures that parents are fully aware of her role and responsibilities to protect all children in her care. Effective risk assessments are completed for the home, outdoors and any outings children take part in. These identify potential dangers and appropriate steps are taken to eliminate risk, to keep children safe and secure. Documents, such as records of children's attendance or any accidents or incidents that occur are well-maintained, which supports children's safety and welfare. The childminder maintains the required ratios of adults to children at all times and provides age-appropriate supervision, so that children are safeguarded. 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. Overall, the childminder creates a welcoming and child-centred environment, where children enjoy their learning and grow in confidence.

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	EY421132
Local authority	Norfolk
Inspection number	931371
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/08/2011
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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