

Inspection date	16/09/2013
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled, as they form secure attachments with the childminder. This support means children have a firm base from which to try new experiences and become confident in their interactions with others.
- The childminder provides a variety of resources and play experiences each day, which she knows the children will enjoy and that help children to make steady progress in their learning and development.
- The childminder has friendly and trusting relationships with parents. She finds out about children's individual care routines and regularly keeps parents informed about their children's developmental progress.

It is not yet good because

- The childminder does not make the best use of the observations and assessments she completes on children, to consistently identify children's starting points, track their progress over time and plan for individual children's learning.
- There is scope to improve the organisation of toys and resources so children can choose independently, enhancing child-initiated learning.
- Self-evaluation is not firmly embedded and does not take account the views of parents. This means that opportunities are being lost to incorporate parents views alongside the childminder's identified priorities for improvement.

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.
- The inspector looked at children's learning journey books, planning documents, children's records and a selection of policies and required documentation.
- The inspector took account of the views of parents.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 1997. 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 teenage sons in Martham, Norfolk. The whole of the ground floor and the bathroom on the first floor, are used for childminding. There is an enclosed garden for outdoor play. The family has two pet rabbits.

The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local school.

There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions and two are school-age children who attend after school and during school holidays. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- make the optimum use of information, gathered through observations of children, to help identify children's starting points, consistently track ongoing progress and plan experiences for each child, which help them achieve the highest level of attainment over a sustained period of time.

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

- provide additional opportunities for children to explore resources and make choices in their play, to consolidate their independent learning
- improve the reviewing and monitoring of practice, including providing opportunities for parents to contribute their views, so that weaknesses in provision are consistently identified and effectively targeted, to bring about improvement.

Inspection judgements

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

Children are happy, settled and secure with the childminder, who supports them in building relationships with their peers and others, such as members of her family. She is warm and caring, sensitively responding to children's need for a cuddle or request for help. Consequently, children become confident and are happy to try new experiences with her support. The childminder has a sound understanding of children's development and is increasing her knowledge of the Early Years Foundation Stage through training. She observes the children regularly during their play, noting their particular interests, so that she can provide activities she knows the children will enjoy. Well-presented folders for each child, document children's achievements and include some photographs of them enjoying activities or examples of their artwork. The childminder is clear in her assessment of what the children can do once they are settled in to her provision and is beginning to successfully link her observations to different areas of children's learning. However, early observations are not consistently used to help identify children's starting points and information gained through ongoing observations is not always used to optimum effect to precisely track children's learning and support the planning of activities for individual children.

The childminder effectively engages parents in their children's development and learning in the setting. She talks regularly with parents and appropriately shares her written records of children's progress, so they are kept informed and have adequate opportunities to contribute their views on their children's achievements. The childminder sets out a choice of age-appropriate resources each day, for example, the garage and cars, which currently interest some children. However, while a broad range of resources are available in the home, younger children are less able to access some of these due to the storage arrangements. This means younger children are not always able to make choices in their play, to support their independent learning. The childminder joins in the children's play and offers ideas, such as introducing crayons and paper. Children eagerly start to draw their own pictures, talking about the circle they have drawn to represent a face. The childminder enhances children's learning opportunities through this activity by pointing out different features on her face and helping children to draw these onto their picture. She uses simple words and repeats these as she names the different parts of the face, encouraging children to copy. This encourages younger children's speech and adds to the older children's increasing vocabulary. The childminder talks to younger children throughout their activities, commenting on what they are doing to encourage their language skills. She appropriately engages older children in conversation and gives them time to process questions before giving answers. Children are encouraged to choose books and seat themselves on her lap so that she will read them a story. This interaction helps to establish children's interest in reading for pleasure and purpose.

Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences. For example, older children ask to play popular electronic games, which also demonstrate their increasing knowledge of how to use everyday technology. Toddlers use sturdy furniture to pull themselves up and walk around, beginning to balance and gain control of their movements. The childminder praises children's efforts as well as achievements, which encourages them to continue to try for themselves. Children build with different shaped bricks, demonstrating their increasing hand and eye coordination. The childminder introduces simple mathematical language during the activity, such as naming the different shaped bricks or comparing big

and small shapes. She encourages children to count while drawing round their hands and resources, such as the large foam floor mat or puzzles introduce children to different numbers. The childminder makes effective use of outings in the local vicinity, such as to local pre-school groups or walks, to provide worthwhile experiences, which help children to socialise and learn about their own community. They also satisfactorily help children to gain necessary key skills in readiness for school when the time comes.

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

Children are cared for with warmth, sensitivity and affection, which ensures they form secure attachments. The childminder's flexible settling-in practices means she gets to know the children and their families well, which offers children stability and security. Children's routines are followed. For example, the childminder cuddles babies while giving them their regular bottles and notices when young children become tired, finding their dummy and rocking them to sleep. This information is recorded in children's daily diaries so that parents receive an appropriate overview of their child's routine and the activities enjoyed each day. Added to this written information, the childminder shares valuable information through discussion as parents bring or collect their children. Consequently, the childminder supports consistency in care for children between her setting and their home.

The childminder effectively organises the available space in her home, to enable her to meet children's needs and to offer them a suitable range of activities. For example, quiet space is provided in the conservatory for young children to sleep undisturbed, while other children play in the open space of the lounge. The childminder acts as an appropriate role model in the calm and positive way she approaches behaviour management. Children learn to share and take turns with her guidance, which means they generally play happily together. The childminder is suitably trained, therefore is able to work with parents and other professionals to ensure that children with special educational needs and/or learning disabilities receive appropriate care, so they reach their full potential. She is aware of the need to support transitions for children as they go to school and has some links with the local schools where she collects older children.

Children gain a reasonable awareness of healthy lifestyle choices. For example, the childminder wipes children's hands before they eat and reminds them to wash their hands after using the toilet. The childminder provides one piece of fruit each day for snack and encourages children to eat well at lunchtime, from the packed lunches that their parents provide. Drinks of water are accessible and children help themselves to their own drink bottles during the day. Children learn about keeping safe. For example, they practise the fire drill so that they know what to do in an emergency. Children spend time outdoors in the garden during nice weather and go on walks to the park, where they can access more physically challenging equipment. They help to dress and undress themselves, particularly before going outside or at nappy changing times. Consequently, the childminder's guidance helps children to start to become confident and independent in their personal care.

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

The childminder has a suitable understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She provides an appropriate programme of activities, experiences and opportunities, which support the children and help them make sound progress along their developmental pathway. The childminder develops secure relationships with parents, who are invited to contribute to their children's assessment records. They receive information about the childminder, her family, policies and her working practices, as their children start attending the setting. Parents particularly enjoy the flexible care arrangements the childminder provides.

The childminder clearly enjoys her work with the children. She is currently completing a childcare qualification, which has helped her to develop her skills and knowledge to date. Alongside this, she has undertaken mandatory training, such as first aid and safeguarding, in order to help her appropriately support children's welfare and well-being. The childminder demonstrates a positive attitude towards developing her provision and her practice. She has not completed a formal written evaluation of her setting to date, but evidences a good verbal understanding as to the need to continuously improve her provision and details some planned improvements within her action plan. While the childminder has established effective partnership arrangement with parents, she has not fully developed her procedures to effectively involve them in her self-evaluation of the setting. This means that parents are not be fully involved in the shaping of the service she provides in the future.

The childminder demonstrates a suitable understanding of safeguarding issues and this ensures that the children in her care remain protected from harm. She understands the procedures to follow should she suspect that a child in her care is at risk. Appropriate information is available to enable her to refer any concerns to the relevant agencies. Children remain safe and secure in the childminder's care because appropriate risk assessments are made of the premises and she ensures that the premises are secure. All necessary records are in place. The childminder is suitably aware of partnership working to secure support for children with identified needs and understands the need to work with other professionals to ensure early intervention if necessary so children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	256329
Local authority	Norfolk
Inspection number	818515
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	24/08/2009
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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