

Inspection date

16/09/2013

Previous inspection date

17/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The childminder has a good understanding of how children learn. She makes frequent observations and assessments of the children, to help her plan a stimulating and exciting array of activities and outings, which interest the children and enhance their learning.
- Children form secure attachments with the childminder and her assistant, which means they are confident, settled and display positive attitudes to trying new experiences.
- Children's health and well-being is effectively supported through social meal times when children enjoy freshly prepared healthy meals and snacks, through good hygiene practices learnt as part of the daily routine and time spent outdoors.
- The childminder has developed very good relationships with children's parents. They value the time she spends with the children and the information she shares with them about their children's development and welfare.

It is not yet outstanding because

- Optimum use is not made of the garden, to enhance children's learning through the provision of open-ended resources and experiences, which enable children to explore further, build and be creative.
- There is scope to enhance the book area and provide everyday experiences of signs, symbols and labels, to promote children's interest in the written word and stories.

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 and her assistant at appropriate times throughout the inspection.
- The inspector looked at children's learning journal books, planning documents and the childminder's self-evaluation form, children's records, a selection of policies and required documentation.
- The inspector took account of parents' views expressed during discussion and through parental feedback questionnaires and comments in their children's records.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in April 2003. 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 15 and 12 years in North Walsham, Norfolk. Most of the bungalow, with the exception of the three bedrooms, is used for childminding. There is an enclosed garden for outdoor play. The childminder holds an appropriate childcare qualification. She works with an assistant each day.

The childminder attends local pre-school activities, visits the park and library on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions and two are school-age children who attend before school. The childminder cares for children Monday to Friday from 7am to 5.30pm, 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 book area, by creating a really comfortable and interesting space where children are encouraged to sit quietly and enjoy looking at books for themselves or share a book with adults, and where children learn about words and that print carries meaning
- enrich the outdoor learning environment, to give children opportunities to investigate further, build and be more creative.

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. She gets to know the 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 the children's learning further. The childminder makes frequent detailed observations of the children during their play, in order to identify their next steps for

learning. This means she is able to plan activities according to each child's individual needs and interests, with sufficient challenge and the introduction of some new experiences, so that all children are engaged, inquisitive and active learners. Well-presented books for each child, document children's achievements and include examples of their artwork and photographs showing children enjoying varied activities. Children's progress is consistently tracked to ensure any concerns regarding their development are identified early and appropriate intervention is sought. 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 assessments of their children's progress and receive regular updates, both verbally and in writing. 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 the 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 and sharing this with parents and other professionals associated with the children.

The childminder listens carefully and interacts well with children to help them gain confidence in their skills and to build their self-esteem. Children receive frequent praise and encouragement and beam with pride at their achievement. Each child is confident in communicating their own needs and preferences. The childminder is very much guided by the children's ideas and what they want to do, skilfully adapting their ideas so all children can join in and take an active part. For example, when children explore coloured, dried pasta and begin to pour this into containers, the childminder provides each child with a tube to fill, adds the lid and turns these into shakers. As a result, children experiment with sounds, use their hand and eye coordination skills, enjoy playing together and are forming strong bonds with each other, as well as the childminder and her assistant.

Children thoroughly enjoy their time with the childminder. She is a good role model for children, joining in their activities with enthusiasm, demonstrating how things work and allowing children to try for themselves. For example, children have great fun exploring the 'play and learn elephant' toy. The childminder reminds children how to turn this on, encouraging them to push the red button. Therefore, children learn to understand simple instructions, as well as identify different colours. Children observe what happens when they place different coloured balls into holes and express their delight when they see the balls pop back out. The childminder skilfully introduces simple mathematical language into their activities. For example, counting how many balls they have and different sizes, when she questions if a ball will fit into a certain hole. She teaches children to recognise colours, as she comments on the different coloured balls they pick up and encourages them to repeat words, which helps to increase their vocabulary and language skills. The childminder sets out a choice of books and spends time looking through picture books or reading stories with the children. However, the comfy beanbag and cuddly toys are tucked away near the sofa so maximum use is not made of this space to encourage children's enjoyment of books. Also, the area is not rich in signs or examples of the written word, therefore, children have fewer opportunities to show an interest in print in their everyday environment.

The childminder makes very good use of outings to enhance the children's learning. They

regularly visit local pre-school groups, taking part in music sessions or story time at the library, where they also have opportunities to socialise with their peers. Planned outings, for example, to the zoo, mean that children learn to recognise different animals, through their own first-hand experiences. Furthermore, their understanding of other cultures is promoted as they watch African dancers, a feature of zoo activities over the summer. The childminder competently links these outings to activities and displays within her setting, to consolidate children's learning. For example, she chooses books with pictures of animals and sets out farm and zoo play animals, encouraging children to find some of the animals they have seen in the zoo. Attractive displays, featuring photographs of the children enjoying the zoo, capture children's interest and they re-live their experiences.

Children enjoy creative activities. They decorate empty boxes with various materials, including those of different textures. Children learn to handle tools, such as glue sticks with increasing control and coordination. The childminder demonstrates how to remove the backing from the animal stickers and encourages children to try themselves, helping to develop their manipulative skills. Children paint and play with dough regularly, encouraged to be creative. They are beginning to understand everyday technology, as the childminder uses gadgets to play music, which the children thoroughly enjoy. Consequently, children's good progress across the seven areas of learning, means that they acquire the necessary skills needed for the next stage in their learning, including readiness for school.

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

Children have formed a strong bond with the childminder and her assistant and look to them for help and support. Working closely together, ensures that the children receive high levels of individual adult time and attention, when the childminder focuses her attention on developing individual children's skills or encouraging them to try new experiences. 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 varied and stimulating range of age-appropriate resources that enable them to follow their own interests. However, the outdoor area 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 has quickly built warm and trusting relationships with parents that ensure children feel emotionally safe and settle quickly in the setting. Settling-in sessions help the children to become accustomed to the environment, the childminder, assistant and other family members. Good information is gathered from parents about children's routines, preferences and interests 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.

The childminder has a good knowledge and understanding of the importance of healthy eating. Children enjoy healthy, nutritious meals and snacks, which are freshly prepared by the childminder. Children's preferences and dietary needs are carefully considered when planning menus and children are encouraged to eat a range of foods. Meal times are

social occasions where everyone sits together and younger children learn to feed themselves. The childminder reminds children about the need to drink plenty of water and cups are available so that children can help themselves, meeting their own needs. Good personal hygiene practices are reinforced through the everyday routine. For example, young children are supported so that they wash their hands before meals. Individual paper towels are provided and good practices are used when nappy changing, to minimise the risk of cross-infection. The childminder provides opportunities for children to get outside so they regularly benefit from fresh air and exercise. Some activities are provided in the childminder's garden or they visit local parks or go for walks.

The childminder acts as a good role model in the calm and positive way she approaches behaviour management. Children learn to share and take turns through her sensitive guidance, which means they play happily together. 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. Her guidance and support helps to ensure that all children become confident and independent so that they are well-prepared for future learning as they progress on to pre-school or school.

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 assistant, she consistently maintains good standards, by carefully monitoring and evaluating aspects of the provision. This includes seeking the views of parents and children, who are central to the way the childminder and assistant shape their provision. Continuous professional development takes high priority and the childminder has recently completed a level 3 childcare qualification, to enhance her knowledge and skills. Self-evaluation and continual reflection on practice has led to the childminder making several changes since her last inspection to improve her practice. This includes developing her observation and assessment practices so that she is now able to more effectively track children's progress, to ensure that there are no gaps in learning and all children are working comfortably within the typical range of development expected for their age.

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. Thorough risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify potential dangers and the appropriate steps are taken to eliminate risk to keep children safe and secure. The childminder creates a welcoming and safe environment where children enjoy their learning and grow in confidence. 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.

The partnership with parents is strong. 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. Through newsletters, a noticeboard and displays in the setting, access to a website, and frequent telephone contact, the childminder keeps parents up-to-date about different aspects of her provision. Daily discussions and written diary entries provide a detailed account of children's achievements and daily care routines. Assessment records are frequently viewed by parents, who provide very positive comments about the activities enjoyed by their children and their children's progress while in the care of the childminder. The childminder also understands her role to work in partnership with other providers and schools. Her 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 and helps children to make a smooth transition when they move on to nursery or full-time education.

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	EY259311
Local authority	Norfolk
Inspection number	819785
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	17/12/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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