

Inspection date	09/09/2013
Previous inspection date	17/09/2009

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

- Warm, caring relationships are established between the children and the childminder, helping children to feel secure in her home. Children readily separate from their main carer when they arrive at the childminder's home.
- Children develop a good sense of belonging because consistent routines are followed. As a result, children know what happens next at any point in the childminding day.
- Continuity of care is promoted well because established care routines for babies and young children are followed.
- Children make good progress because activities are planned, which promote their next steps in learning.

It is not yet outstanding because

- There is scope to improve how children's speech and language development is supported, to further support them to become even more confident communicators.
- There is scope to improve adult interaction in older children's self-chosen activities, to provide increasing challenges to help them progress towards excellence.

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 and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child aged 15 years in a house in Martham, Norfolk. The whole of the childminder's home is used for childminding, with the exception of one bedroom. There is an enclosed garden for outdoor play. The family has two dogs as pets.

The childminder works with her husband, who is also a registered childminder. They attend toddler groups and activities at the local children's centre. They visit the shops and park on a regular basis and collect children from the local schools and pre-schools.

There are currently 14 children on roll, four 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 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- provide further support to children in the acquisition of their communication and language skills, through consistently encouraging, listening and responding to their verbal and non-verbal communications
- provide consistently increasing challenge for older and more able children, with regard to recognising when to interact in their activities to build on their prior learning.

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 stage of development. A record of observations is maintained for each child, using photographs and written evidence. These are evaluated effectively to identify the next steps in children's learning. The childminder has recently implemented new systems for recording planning that are, generally, based around children's individual interests and developmental needs. Some planned, adult-led activities take place but most activities are initiated by children. However, sometimes the adult interaction in these activities does not provide sufficient challenge for older and more able children and build on what they can

do. This means that they sometimes lose interest.

Records of children's learning are recorded and shared with parents. The childminder finds that the recently introduced, electronic system of recording, is beneficial to help her keep parents informed about their children's progress. Parents report that it is beneficial to them too. A daily diary is maintained on the same electronic programme and this ensures that parents are encouraged to remain involved in their children's learning and development, both in the childminding setting and at home. The progress check for children aged two years is carried out and shared with parents.

The childminder engages in children's play. She works with her husband, who is also a registered childminder. When there are only a small number of children present, they take turns to work with the children. This means that children are not overwhelmed by adult attention. The childminder responds to children's interests and offers activities that she knows they enjoy. For example, when children choose to sit at the small table, she asks them if they would like to draw and provides them with paper and crayons. Children show a good awareness of number and confidently use numbers in their play. For example, when using the crayons to draw and make marks, children announce 'two' as they hold up a yellow crayon in each hand. The childminder responds well to this, by congratulating them on recognising the correct number and extends their vocabulary by commenting that there are two yellow crayons. However, there is scope to improve the quality of verbal interactions. The childminder talks to children, but sometimes misses opportunities to extend their vocabulary and initiate verbal interactions. For example, when sitting on the floor with babies, she ensures they have toys that are age-appropriate and interacts with the babies with the toys. She names the animals in the pop-up toy but does not extend this, for example, by imitating the sounds the animals make.

The childminder helps children develop the key skills needed for the next stage in their learning, such as moving on to nursery or school. She promotes outdoor play well and encourages children in their physical development and understanding of the world. Younger children enjoy exploring toys with flaps and buttons. Children are taken on outings into the local environment where they learn about their local community. They regularly attend 'stay and play' sessions run by the local childminding support groups. This helps children develop friendships with other children and they take part in art and craft activities where they develop their individual creativity.

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

The childminder's home is warm and welcoming. Children's transitions into the childminding setting are managed in partnership with parents and where possible, include the childminder visiting the child in their own home. This helps children get to know the childminder in their own familiar surroundings. As a result, children settle quickly and are happy and confident to express themselves. They are helped to develop the necessary skills to help them embrace new experiences with confidence, such as moving onto school. Children can choose what they want to play with because toys are stored to enable them to reach and use them independently. This effectively promotes a sense of belonging. Outdoor play is promoted well on a daily basis and children move freely between indoor

and outdoor play spaces.

Children's individual care needs are identified when they first attend the setting because the childminder gathers useful information from parents. This helps to ensure that established routines for babies and young children are continued, promoting continuity of care. The childminder builds good emotional attachments with the children. As a result, they are happy, settled and confidently go to her for a hug and support with activities. Children behave well. They develop an awareness of their own feelings and the needs and feelings of others. Consistent boundaries are in place, to help children know what is expected of them. The childminder supports children to share and take turns. She values and praises their good behaviour and individual efforts, promoting their self-esteem.

There are good arrangements in place to help children learn to keep themselves safe through everyday routines. For example, they learn about road safety when on outings and practise the emergency evacuation drill regularly. Children's health needs are met. Their dietary needs are met jointly with parents as they provide some meals for their children. The childminder provides snacks, including fresh fruit and biscuits. Children are encouraged to manage their own personal hygiene needs and confidently wash their hands before eating. The hands of babies are wiped after nappy changing, to promote their emerging understanding of the importance of good hygiene.

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

The childminder is committed to her own continuous improvement. She has a relevant qualification at level 3 and has attended some short childcare workshops and courses. Further courses are planned, to ensure that her childcare practice continues to meet the needs of children. The childminder has a good understanding of her strengths and areas for improvement. She has an action plan in place that is clear and achievable and acts on the advice of other early years professionals. For example, the childminder recognised that her activity planning was taking up a lot of time and was not effective. Following advice, she has revised how she plans. This is newly implemented but early signs suggest that it is effective in planning for children's individual needs.

The childminder understands the importance of promoting the health and safety of the children in her care. The childminding premises are safe and secure. Daily checklists are carried out to ensure that hazards to children are identified and steps taken to limit risks, so that they can play safely indoors and outside. Risk assessments are carried out for outings, ensuring that any community facility used by children is safe. Risk assessments are also carried out on the family pets, to ensure that children's safety is prioritised at all times. The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is at risk. She knows what to do if she is concerned, in order to safeguard their welfare.

The childminder has good partnerships with parents to find out about children's individual care routines and keep them informed about their children's progress. She works well with parents to meet children's individual care needs and promotes consistent routines. She

keeps parents well informed, both by daily verbal feedback and through electronic communication. The childminder has joined a website that parents can access, via a secure password and on which she records her observations of children as they play and the next steps in their learning. Written testimonials from parents demonstrate that they like using this website and value that they can also use other electronic communication, such as texts to quickly share information. Parents state that they find it a positive experience that the childminder works with her husband and that children build relationships with both of them. The childminder is aware of the importance of working in partnership with others, who may provide care and learning for the children. This means that there is continuity in children's care and learning and any concerns can be quickly identified and managed.

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	256551
Local authority	Norfolk
Inspection number	909903
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	17/09/2009
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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