

Inspection date	23/09/2013
Previous inspection date	28/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Met
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 have a wonderful time with the childminder. They are confident and motivated in their learning because of the high levels of individual attention, excellent guidance and support they receive from the childminder.
- Children's learning is purposefully promoted as the childminder has a very secure knowledge and understanding of how children learn through free play and first-hand experiences. The childminder very skilfully adapts her teaching, to ensure that all children are included and activities are tailored to the needs, abilities and pace of learning for each child.
- Highly effective assessment and meticulous planning for children's individual learning and development, means that children eagerly engage in the rich and varied range of activities, experiences and outings offered. Consequently, children make excellent progress in their learning.
- The childminder has created an exciting environment for children's learning. In particular, she makes maximum use of outdoors to enhance children's understanding of the natural world, allow them to explore and investigate and be physically active.
- The childminder has excellent partnerships with parents. She ensures that they are fully involved in all aspects of the setting and, in particular, their children's care, learning and development.
- The childminder is passionate about providing high quality childminding for children and their families. She is an extremely well-organised and intuitive practitioner, who ensures that improvements are very well targeted and consistently reflect children's needs and parents' views.

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 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged 24, 19 and 15 years in Mundesley, Norfolk. All areas of the house, with the exception of the main bedroom, are used for childminding. There is an enclosed garden available for outside play. The family has three dogs and keep chickens and doves.

The childminder regularly attends a range of pre-school activities with the children. She collects children from the local schools and pre-schools. The childminder holds an appropriate childcare qualification. She is registered to provide funded early education for two-, three- and four-year-old children.

There are currently two children on roll, both of whom are in the early years age group and attend on a part-time basis. The childminder cares for children on Mondays and Fridays, from 8.30am to 3.30pm, all year round except for 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 very good provision made for children to experience signs, symbols and labels within the everyday indoor and outdoor environment, to further promote their interest in the written word.

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 with the childminder because she is very enthusiastic and skilled in her teaching. Her excellent knowledge and understanding of how children learn and make progress, means that planned activities and experiences are innovative and children learn through her high quality teaching methods. For example, children learn about the development of butterflies through observing first-hand as live chrysalises hatch into caterpillars. This learning is enhanced through a wide variety of complementary resources and activities and embedded as the childminder reminds children of what they have learnt previously, by skilfully questioning them, when they see live butterflies in the garden. The childminder adeptly promotes children's involvement and purposeful learning. She interacts very well with them and clearly

understands their deferring abilities and ways of learning. She offers a very good mix of open-ended and adult-initiated activities, motivating children to develop their own ideas, become confident and independent learners. The childminder makes exceptionally good use of story sacks or the 'Story Cafe' they attend, to focus activities and children's learning. For example, children express their excitement as they delve into the sack to find puppets and props for the chosen story. They talk animatedly about what they find, such as the toy scarecrow and small field animals who take refuge in him over the winter. Children become engrossed as the childminder reads and use the puppets and props to enact the tale. The childminder very adeptly asks questions to find out what the children already know and can remember about the story. Children concentrate, listen well and respond to questions confidently, demonstrating their increasing vocabulary as they learn new words, such as 'crops' and 'wheat'. They share their developing understanding of the natural world as they talk about sowing seeds, seeing shoots come out of the ground and link this to the seasons and weather. Children also refer to their own experiences, as they see a picture of blackberries in the book and describe how they pick these in the childminder's garden. The childminder plans further imaginative activities linked to this story. For example, children eagerly make a scarecrow from a variety of materials, including using real straw the childminder has collected. This promotes further discussion about harvesting and children recall the tractor that they saw while travelling to the childminder's that morning. Children carefully select the resources they want to use for their scarecrow and develop their own ideas, although the childminder has prepared a template in advance to stimulate their ideas. During the activity the childminder adeptly asks open-ended questions to carefully assess how well children listen, understand and communicate, so that she can adapt her conversations, questions and explanations accordingly. The childminder consistently talks to children as they play and during activities and expertly builds on and extends their understanding through her conversations and interactions. Consequently, children's communication and language skills are expertly supported and children thoroughly enjoy being creative.

Children regularly enjoy cooking activities, such as icing biscuits to make scarecrow faces. Throughout activities the childminder introduces simple mathematical concepts, such as comparing size or counting how many items they have. She uses lots of descriptive and positional language as they play matching card games. As a consequence, children are learning to understand more complex sentences and simple instructions, which prepare them well for the next stage in their learning. Children enjoy familiar songs, joining in actions with enthusiasm. The childminder effectively encourages children's recognition and use of letters and sounds, so they begin to recognise their names. There is, however, even greater scope for her to promote further, children's interest in simple words through a richer range of signs, symbols and labels in the everyday environment. The childminder ensures children have fun opportunities to develop control and confidence in making marks. They use a wide range of materials, including crayons, pens, pencils and paints and are encouraged to hold and handle these correctly. Consequently, children are developing good manipulative skills.

The childminder makes exceptionally good use of the outdoors to promote children's learning. Children are actively encouraged to explore and investigate, are curious about the world around them and eager to be outside. Children observe and learn about different animals, birds and insects they see while outdoors. They help to feed and care

for the chickens, doves and wild birds in the childminder's garden. She involves children in planting and growing a variety of fruit and vegetables and children have recently taken home the carrots and potatoes they have helped grow, to share with their parents. The childminder teaches children to recognise when fruits are ripe, so that they harvest only the ripe blackberries or raspberries. Children are physically active, enjoying space to run and resources to balance, climb and jump. The childminder skilfully coaches children so they safely manage equipment, such as the trampoline, bouncing only in the centre circle. As a result, children are well coordinated and controlled when they move in different ways.

The childminder bases initial assessments on children from the comprehensive information she gains from parents during settling sessions and on entry to the setting. She makes frequent and extremely detailed observations of the children during their play, in order to identify and plan for, their next steps of learning. Assessments are sharply focussed and precise, meaning children make outstanding progress in relation to their starting points. Planning for children's individual needs and interests is exceptionally detailed in all areas of learning. Consequently, children benefit highly through an educational programme that supports and challenges them to develop in all aspects. Subsequently, children are exceptionally well prepared for their next stage in learning, for example, nursery and school.

The childminder is highly proficient in engaging parents and carers in children's care, progress and achievements. She provides a wealth of information for parents to ensure that they are kept fully informed about the setting and information on the Early Years Foundation Stage. This means parents are confident to actively contribute to their children's assessment records and helps them in supporting their children's learning at home. Children's development records are extremely well documented and include lots of annotated photographs and examples of children's artwork. Information is mutually shared on a daily basis during discussion and through a diary. 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 proficient at building warm and trusting relationships with parents that help their children to feel emotionally safe and secure. She ensures children are nurtured and thrive, because she fully understands and meets their individual care routines, health and cultural needs. Flexible settling-in sessions, guided by the children's and parents' needs, help the children to become accustomed to the environment, the other children and childminder. Very detailed information is gathered from parents 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.

The environment is exceptionally child-orientated. From an early age, children's independence is encouraged and they play an active role in the setting. They confidently move around the setting, finding resources they would like to play with or independently find the clothing needed to go outdoors. Children demonstrate a very strong sense of

security and are confident and self-assured in the childminder's home. Exceptionally positive and caring relationships between the childminder and children enable them to feel secure. Children form very close bonds with the childminder and her family, are happy, very sociable and eager to play and learn. Children are encouraged to play together and develop friendships. The childminder is highly experienced in ensuring that all children have equal opportunities to play with their chosen activities. When necessary she provides extra resources or more than one of particular favourites, such as mobile phones, dolls and buggies, so that children are able to role play real-life experiences together. Children's behaviour is exemplary. The childminder is an excellent role model and empowers children to take responsibility for themselves as they learn to listen, share, take turns and be kind to others. Praise and encouragement from the childminder ensures children develop high levels of self-esteem. Children show real enthusiasm for what they are doing and talk with eagerness about their achievements and the activities they have enjoyed. The childminder is highly effective in promoting children's well-being and in ensuring they have the confidence, emotional and social skills in readiness for school.

The childminder meets children's individual care needs very effectively. The exceptional guidance and support she provides, helps children to gain an excellent understanding of hygiene. For example, the childminder reinforces good hand-washing practices through reading and then helping children to recall a story where a princess will not wash her hands. This teaches children to understand how to prevent the spread of germs. Children have extensive opportunities to learn about how to stay healthy and healthy eating. They regularly talk about the benefits of eating fruits and vegetables as they gather these from the garden. Children benefit greatly from plenty of fresh air and daily walks in the childminder's large garden. They learn that physical activity is good for them and can be fun as they run, climb up and down the steps or hills in the garden or jump on the trampoline while singing favourite rhymes.

Children are cared for in safe and secure surroundings and are very much encouraged to behave safely and responsibly. Children's understanding of keeping themselves safe is evident and they have extensive opportunities to learn about how to keep themselves and others safe. The childminder involves children in discussions and emergency evacuation drills, teaches them road safety and emphasises 'stranger danger' while on outings.

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

The childminder is a well-qualified, dedicated and very experienced childcare practitioner who clearly relishes her role and work with children. She is passionate about providing a high quality childminding provision for children and families, therefore 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 shapes her provision. Self-evaluation and improvement planning are consistent, accurate and highly effective in bringing about sustained improvement. The childminder consistently assesses the impact of her provision, activities, resources and teaching on children's learning and development. This means she has a very good overview and is able to identify any gaps in a child's learning or in the educational

programme, so these can be swiftly addressed. Children's assessment records are meticulously completed, showing very detailed accounts of their development and the steps needed to support them to progress further. The childminder's successful, sensitive work with families and other professionals contributes to well-targeted early intervention and support for children, should the need arise.

Continuous professional development takes high priority and the childminder consistently extends her own knowledge and skills. She attends a wide variety of training sessions or workshops throughout the year, focussed on different aspects of childcare and children's learning and readily acts on, or implements ideas, from courses, which improve the outcomes for children. The childminder welcomes advice from a variety of other experienced practitioners. She coordinates the local childminder group, disseminating updated guidance and information and sharing good practice, in order to enhance further her already excellent provision.

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 uses comprehensive risk assessments and checks, to monitor the safety and security of her home, garden and other venues. Furthermore, she assesses the potential risks prior to any outings, ensuring that she has carefully considered and covered all possible eventualities. Consequently, children are safely cared for and parents are assured that the childminder has taken every step possible to minimise any potential risks to children.

The childminder's excellent partnerships with parents, carers and other professionals are important factors in her success in meeting children's needs. Information from parents is highly valued and really helps the childminder to get to know the children initially and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Extremely effective systems are in place to share information and work with parents, particularly to ensure children develop the skills and aptitudes in readiness for school. Parents provide extremely positive feedback about the childminder and her provision. They very much appreciate the support they receive regarding different aspects of their children's learning and development, the high quality provision made for their children and the flexible childcare service she provides overall. The childminder is part of the advisory board for the local children's centre, so she has a very good knowledge of the agencies and range of services she can help parents to access. Furthermore, she operates an out of school provision, when not childminding, which is linked to local schools. This means that she has excellent links with the school and on-site pre-school provision, so is able to fully support children to make exceptionally smooth transitions as they move on to other early years settings 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	256310
Local authority	Norfolk
Inspection number	817182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	28/11/2011
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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