

Inspection date

26/09/2013

Previous inspection date

05/01/2010

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

- 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.
- 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 array of activities and outings, which interest the 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.
- Well-established partnerships between the childminder and parents ensure that information is shared effectively and children benefit from consistency in their care and development.

It is not yet outstanding because

- Resources which reflect positive images of all children are not always evident within the everyday environment, to support children in being positive about other's diverse backgrounds and abilities.
- There is scope to monitor the utilisation of the views of parents and children in driving the setting's plans for future improvement in the service provided.

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 assessment diaries, 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 comments made in questionnaires.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and 11 year old son in Cromer, Norfolk. The whole ground floor of the property only is used for childminding. The family has two cats and a snake as pets.

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

There are currently 15 children on roll, five of whom are in the early years age group and attend for a variety of sessions and 10 are school-age children who attend before and after school and during school holidays. The childminder cares for children Monday to Friday, from 7.15am to 6pm, all year round except 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 range of resources and activities to help children become aware of, explore and question differences to further promote children's understanding of diversity
- monitor how the views of parents and children are used to inform targets for continuous improvement.

Inspection judgements

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

The childminder's home provides children with a warm, welcoming and child-friendly play environment. Rooms are well-organised, particularly the dedicated playroom, so that toys and resources are easily accessible. This means that, even very young children, are able to choose from the wide and varied range, that stimulate their interest and enjoyment. For example, children readily select small cars to add to their play with the attractively set out 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 the small electric guitar. She demonstrates how to turn this on, enabling children to make sounds, which they sway to as they pretend to be a guitarist. Children display a clear love of music. The childminder actively encourages this

through singing their favourite songs, playing background music during the day and providing a variety of different musical instruments, including a piano and key-board for them to explore and make their own music. Children take part in planting and growing activities. Their sunflowers, grown in pots from seed, are planted out along one wall of the childminder's home and regularly tended by the children. Birdfeeders are made during the winter, which helps children to learn about wildlife and the natural world. Children go to the nearby beach or wood to collect natural materials, such as leaves or pebbles, which they use as part of their play or creative activities. As a result, children have opportunities to explore different textures and materials, promoting their sensory development.

The childminder knows 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. She carefully observes the 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 new words, such as station as they role play with the trains. The childminder joins in children's activities with enthusiasm, demonstrating how things work, such as the battery operated toys, which support children in developing their manipulative and coordination skills as they learn to operate these with their fingers. She gives children time to try themselves and practice their newly acquired skills. The childminder 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.

Planned adult-led activities follow children's emerging interests. For example, children interested in birds decorate with paint their own pre-cut bird shape. The childminder extends this activity by laminating the picture and punching small holes around the outside, making these into individual sewing cards. Children enthusiastically join the planned sewing activity, carefully using a needle shaped tool to make a pattern around the outside of their card. They concentrate hard on their sewing and are encouraged by the childminder's verbal prompts, for example 'push it through here' or 'where has it gone?'. Consequently, children are listening well and understanding simple instructions, as well as beginning to think critically. The childminder skilfully adapts activities so that all children are able to join in. For example, noticing some children find it difficult to see the holes in their sewing card, the childminder advises them to turn it over to view the undecorated side. Thereby, children are successful and demonstrate great pride in their achievements. The childminder talks to children throughout activities, commenting on what they are doing, naming items and encouraging sounds, particularly for the younger children. She uses lots of descriptive and positional language as they draw, such as dot, zigzag up and down and spiral round and round, demonstrating this with her own pen on paper. Children eagerly copy her actions and add the words, thoroughly enjoying making lots of dots and shapes on their own pictures. Children's enjoyment of books is actively promoted as the childminder regularly takes them on visits to the library to select books for story-time in the home. She helps older children's understanding of phonics through making letter cards or flags, so they can take these home and practise sounds with their parents.

Children have many opportunities to be freely creative. They enjoy painting, sticking and making collage pictures, they play with dough, draw and chalk. The childminder also plans

lots of creative activities and their artwork is thoughtfully displayed around the setting. For example, children have made and decorated small concrete plaques for the garden, decorated pebbles collected from the nearby beach and made cards to celebrate various festivals throughout the year. Furthermore, the childminder involves children in projects around the home, such as decorating pictures of fish, which she has stuck to the walls of the children's toilet to create an under-the-water mural, making this a very child-focussed room. Children's creativity is also used to take part in community events as all the children help to make a float, and take part in, the annual town carnival. Photographs of children enjoying these events and other outings with the childminder are displayed in the playroom. As a result, children experience a strong sense of belonging in the setting and enjoy recalling the events they have taken part in.

Parents are also very much included and the childminder develops very close, trusting relationships with parents. 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 assessment diaries. This means consistent care is provided and parents are able to support their children's learning at home. The childminder effectively completes the progress check at age two for the children in her care. However, 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's emotional development is well-promoted as they develop secure, trusting relationships with each other and the childminder. For example, she holds babies close to comfort them when they are tired or feeding and they are clearly comfortable in her nurturing care. Individual time and attention is provided, when the childminder focusses her attention on developing children's skills or encouraging them to try new experiences. Children confidently move around the home, demonstrating a strong sense of belonging. The childminder has quickly built warm and trusting relationships with parents that help to ensure children feel emotionally safe and settle quickly into the setting. Settling-in sessions help the children to become accustomed to the environment, the childminder and other family members. Good information is gathered from parents about children's routines, preferences, 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.

The childminder provides a warm, child friendly environment where parents and children know they are all welcomed equally. Some resources positively reflect the diverse cultural backgrounds of children, however, everyday resources and experiences do not always encourage children to actively learn about the similarities and differences in others. Children thrive on the frequent praise and encouragement they receive and are happy to try new activities or experiences. 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 with her guidance, which means they play happily together. Older children have made simple signs, demonstrating the expected behaviour in the setting, such as being

kind to each other. These are displayed in the playroom as a gentle reminder to all. The childminder 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.

Children are learning about healthy lifestyles. The childminder gently guides and supports children's understanding of maintaining their own personal care. Each child has a clearly labelled towel in the children's toilet, to minimise the risk of cross-infection. Meals and snacks are provided in accordance with parents' wishes, following the childminder's healthy eating policy. Furthermore, drinks are easily accessible so that children are independently able to take care of their own drinking needs. Children use the outdoor space for active physical play and frequently go on visits to the local park or on walks, benefiting from regular fresh air and exercise. Younger children have space indoors to develop control of their large muscles as they practise crawling or toddling. The childminder encourages children to be active and explore their environment. Young children learn key skills for keeping themselves safe while out as the childminder as she teaches safe road crossing practices while on outings. Furthermore, the childminder regularly practises fire drills with the children and observing their increasing interest, has linked some activities to fire safety. For example, she has sourced information from the local fire service and children enjoy colouring pictures of 'Frances the Firefly' or completing word searches, further promoting their understanding of how to keep themselves safe.

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

The childminder is professional and dedicated, clearly enjoying her work with children and their families. She has a good understanding of her responsibilities for meeting the learning and welfare requirements of children in her care. A system is in place to regularly monitor 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 is 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 all children's needs are effectively met.

The childminder has a very positive attitude to the continual development of her childminding provision. Since her last inspection, the childminder has made significant improvements to her provision. These have included embedding more rigorous assessment practices to enable the childminder to track children's progress and undertaking more thorough risk assessments to further promote children's safety. Self-evaluation has led to the childminder identifying aspects of her provision she wishes to improve in the future, such as developing the outdoor area. She has started to gather some feedback on her provision from parents and children. However, she is not yet monitoring this to be sure that optimum use is made of their comments to help shape the future development of the provision so this continues to meet all family's needs.

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. Parents are kept fully informed about their children's routines, activities and achievements while with the childminder through daily contact and access to their children's assessment records. Parents appreciate the high quality, flexible provision made for their children and the support they receive from the childminder regarding different aspects of their children's learning and development. The childminder understands her role to work in partnership with other providers and schools. Trips to school with the older children and attending school activities, such as sports day, helps younger children become familiar with the school environment. This means that children are supported in making transitions as they become of school 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. Comprehensive risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure. 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 childminder provides an stimulating, child-focussed environment, where children enjoy their learning, grow in confidence and are well-prepared for the next stage in their learning as they move on to nursery or school.

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	EY395228
Local authority	Norfolk
Inspection number	821894
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	05/01/2010
Telephone number	

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Type of provision

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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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