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| Inspection date | 29/10/2013 |
| Previous inspection date | 29/10/2012 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 4 |
| 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

- The indoor learning environment is carefully planned and organised. This means that younger children have easy access to an interesting range of toys and resources that often reflect their current interests.
- Children establish strong emotional bonds with the childminder and her family, which helps them to feel settled and secure in their surroundings.
- The childminder demonstrates a positive approach to developing her practice by seeking support from local authority advisers. As a result, she has made a number of satisfactory improvements to the provision for children since the last inspection.

It is not yet good because

- The childminder does not make consistent use of open-ended questioning in her interactions with younger children. Consequently, children's speaking skills are not fully promoted.
- Self-evaluation lacks rigour because the views of parents and children are not purposefully gathered to inform priorities for development and support continuous improvement to the provision for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, the childminder's training certificates and some written policy documents.

Inspector

Sarah Clements

Full Report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult child in Norwich, Norfolk. The whole of the house, with the exception of two bedrooms, is used for childminding. Children also have access to the garden.

The childminder visits the park, shops and a local playgroup on a regular basis. She collects children from local schools and pre-schools. There are currently three children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, 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:

- develop the use of carefully framed, open-ended questions to fully promote younger children's communication and language development throughout the session.

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

- use self-evaluation more effectively by taking into account the views of parents and children and using these to identify strengths and weaknesses, and setting challenging targets to improve the provision for children.

Inspection judgements

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

Since the last inspection, the childminder has taken satisfactory steps to improve her arrangements for observing and assessing children's progress. She observes children's activities more regularly and notes their individual achievements, interests and learning styles. As a result, she has a basic understanding of how they are progressing and plans reasonably well to suit their individual needs. For example, younger children are supported to develop their strong interest in imaginative play as the childminder provides an enhanced range of everyday role-play props. In particular, this promotes suitable opportunities for children to learn about the uses of everyday technology as they hold conversations on a telephone and play at toasting bread in the small toaster. Appropriate

information is exchanged in discussion with parents on a daily basis. Parents are encouraged to talk to the childminder about their child's changing interests and some of their achievements at home. This ensures that the childminder can foster appropriate continuity in each child's care, learning and development, including when they first join the setting. The childminder creates suitable opportunities for parents to read her summative assessments of their child's learning, ensuring they are kept suitably informed of the activities their children engage in and their ongoing progress.

Overall, the childminder demonstrates a sound understanding of how children learn and develop through play. She purposefully organises toys and resources to ensure younger children can reach them and easily initiate their own play. For example, younger children enjoy delving into a large box filled with various plastic foods. The childminder ensures they have plenty of space to empty the contents of the box onto the floor so they can match the different fruits and vegetables. For example, children develop their sorting skills as they search for all the oranges, before the childminder encourages them to count how many they have found altogether. This promotes children's early understanding of space, shape and measures, and consolidates their counting skills sufficiently well. In the main, children are supported to acquire appropriate skills in language and communication. For example, the childminder encourages them to articulate the names of the various fruits and vegetables, repeating words regularly to model the correct pronunciation. However, children's speaking skills are not fully promoted. This is because the childminder does not make effective use of carefully framed, open-ended questions to stimulate richer discussions and encourage children to widen their vocabulary.

Children engage in a suitable range of activities that support their physical development. For example, children practise their skills in moving and handling as they experiment with different garden tools, and dig in some soil. The childminder extends children's learning experiences through regular outings in the local neighbourhood. For example, a trip to the shop provides children with opportunities to develop their enjoyment of reading as they choose from a selection of child-friendly magazines. As a result, children begin to explore a wider range of texts and steadily develop their literacy skills in readiness for school.

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

Children are offered a gradual settling-in period so they become familiar with the home environment, and quickly establish secure bonds with the childminder and her family. The childminder gathers relevant information from parents at the beginning to enable her to emulate children's eating, sleeping and nappy changing routines from home. This helps to reassure children, and consequently, they settle well and make a smooth transition into her care.

Since the last inspection, the childminder has proactively researched good practice in behaviour management. This means that she has established a more positive approach to supporting children's good behaviour. In particular, the childminder redirects children's play with alternative resources when they struggle to share, and offers them appropriate time away from activities to talk through their feelings. Occasionally, children also attend a local playgroup with the childminder. This extends their interactions with others and helps

them to develop appropriate social skills in preparation for their move into other early years settings and school. The childminder creates a reasonable range of opportunities for children to be independent in their routines and to develop their skills in self-care. For example, she provides additional wipes so younger children can experiment with cleaning themselves, while also encouraging them to move on to washing their hands in free running water.

Children are supported to develop a secure sense of responsibility. In particular, they have positive opportunities to learn about keeping themselves safe as they respond to the childminder's gentle prompting. For example, they happily find a space to sit down after the childminder reminds them of the risk of choking if they walk around while eating apple pieces. The childminder works flexibly with parents with regard to the provision of food and drink. In the main, children are offered healthy snack options, including fresh fruits, to supplement the meals they bring from home. The childminder takes some steps to support parents in providing healthy packed lunches from their children and ensure their health is further promoted. Children benefit from daily access to fresh air and exercise through opportunities to play in the garden and visits to the local park. This supports children to stay active and adopt further aspects of a healthy lifestyle.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She implements an appropriate range of policies and procedures to ensure children are safeguarded from harm. Since the last inspection, the childminder has read a range of relevant guidance to update her understanding of how to follow up any concerns if she is worried a child is being abused or neglected. This means that children are well protected and their welfare is no longer compromised. Thorough risk assessments of the house, garden and outings are carried out as a matter of routine. This means that all hazards are addressed and children play in environments that are suitably safe and secure.

Overall, the childminder demonstrates a satisfactory capacity for continuous improvement. She gives due attention to ensuring the actions set at the last inspection continue to be met, with particular focus on improving her knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. For example, she works closely with a local authority adviser to develop her arrangements for assessing children's progress, making better use of available guidance about typical development stages. This means that the childminder can identify any gaps in children's learning generally well, and ensure children are offered a suitable range of interesting activities that promote their satisfactory progress. The childminder has started to monitor the educational programme and self-evaluate the overall quality of the provision more purposefully. As a result, she has an adequate awareness of the strengths and weaknesses in her practice. For example, the childminder makes clear plans to attend further training in safeguarding children to ensure children's welfare remains a priority. The childminder often asks parents if they are happy with the care their children receive. However, the opinions of parents and children are not used purposefully enough to inform

the childminder's overall self-evaluation. Without this information, the childminder is unable to draw on their insight to fully evaluate the service and ensure the most appropriate targets are set to improve the provision for children.

The childminder demonstrates sound commitment to working in close partnership with parents to foster appropriate continuity in children's care, learning and development. The regular exchange of information via daily discussions with parents ensures there is a shared approach to meeting children's needs. The childminder is fairly keen to promote wider partnership working to benefit the children in her care, including opportunities to liaise with outside professionals, schools and other early years settings, should the need arise.

The Childcare Register

The requirements for the compulsory 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

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|------------------------------------|-------------|
| Unique reference number | 256357 |
| Local authority | Norfolk |
| Inspection number | 892278 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 29/10/2012 |
| 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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