

Inspection date

Previous inspection date

07/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 childminder and the children. As a result, children have good emotional attachments to the childminder and are happy and settled.
- The childminder has a good understanding of how children learn. She identifies where children are in their learning through robust observation and assessment. Activities are firmly rooted in children's interests, and good teaching supports their progress.
- The childminder promotes children's language development effectively. As a result, children become confident communicators.
- Consistent routines are followed that help children know what happens next at any point throughout the day. Individual care routines are followed, helping to promote continuity of care.

It is not yet outstanding because

- There is scope to further promote opportunities for parents to be actively involved in their children's learning in the childminding setting and at home.
- There is opportunity to further promote younger children's awareness of good health routines.

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, the kitchen 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 did not see any parents during this inspection but took account of their comments detailed in parental questionnaires.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 14 months and five years, in King's Lynn, Norfolk. The whole of the ground floor, plus two bedrooms on the first floor, are used for childminding. There is an enclosed garden for outdoor play.

The childminder attends a toddler group and childminder support group. She collects children from the local schools and is able to collect from local pre-schools.

There are currently six children on roll, two of whom are in the early year age range and attend on a part-time basis. The childminder operates each day from 8.30am to 5.30pm, all year round except family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- further promote younger children's awareness of healthy routines, for example by encouraging them to wash their hands after nappy changing
- enhance opportunities for parents to be further involved in their child's learning in the childminding setting and at home, in order to inform planning for their future 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. She has a good understanding of how children learn. She supports all children to make good progress through child-initiated and adult-led activities and effective teaching. A record of observations is maintained for each child, using photographs and written evidence. These are analysed effectively to identify what children can do and what they need to do next to make progress. The childminder plans a varied and stimulating range of activities, which draw on children's interests and needs.

Children's developmental progress is monitored effectively, to ensure that they are working within the typical range of development, expected for their age. The childminder carries out the progress check for children aged two years. This is shared with parents, to

ensure that any concerns about children's development are identified and managed. The childminder is aware of the importance of encouraging parents to share what they know about their children, in order for individual care and learning needs to be identified and met. Parents state that they feel feedback is detailed and helpful. The childminder talks to them daily, to inform them about what their children have been doing. Parents have regular opportunities to see written records about their children. However, there is scope to improve opportunities for parents to be involved in their children's learning in the setting and at home, in order to fully promote the two-way sharing of information to enhance planning for children's learning.

Children are supported to acquire the skills to develop and learn effectively; and be ready for the next stages in their learning. The childminder recognises when to step back and allow children to explore toys and resources independently, but is on hand to support them when activities become difficult. This helps children to persevere with activities of their own choosing. Activities are age-appropriate and meet the interests and learning needs of children. They are taken on outings into the local community, and go to places of interest, such as, 'rhyme time' at the library, toddler groups, forest walks and trips to the park.

Children explore the environment, knowing the childminder is nearby and confidently seek her out to share play experiences. The childminder values the decisions children make about their play. Consequently, they are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences. The childminder recognises when children lose interest in an activity and readily switches to another. She is actively engaged in children's play, supporting them to play imaginatively based on their own and imagined experiences. They make pretend cups of tea together and add 'milk and sugar' to the cups before drinking the imaginary contents. The childminder extends this activity by suggesting that they should have something to eat with their cup of tea.

Children are confident communicators because the childminder encourages them in conversation and supports them in developing their vocabulary. She responds well to the babbles of younger children and repeats single words back to children so that they can hear them pronounced correctly. Younger children are beginning to use simple sentences of two or three words. Children are helped to link sounds and words to their play. For example, when singing nursery rhymes children are encouraged to make the sounds of the animals in the songs. The childminder supplies small world animals as prompts and children confidently name them. Children enjoy singing and rhymes, readily joining in with repeated refrains, such as 'ei-i-ei-i-o' when singing the 'Old MacDonald' song together.

Children readily count in routine and play situations. They understand the concept of numbers and confidently count to 10, when playing a simple game of hide and seek. They comment on the number of raisins they are putting into their mouth at snack time and the childminder encourages this further by asking how many raisins are still on the table. Children readily count as the childminder points to each raisin, counting accurately. This continues outdoors where children are encouraged to count how many bubbles have been blown. Toys and resources are age-appropriate and children enjoy chasing bubbles in the garden. Children's physical skills are promoted well. Outdoor play is encouraged and the

childminder provides daily opportunities for children to experience fresh air and exercise, including walking to school and back each day. Physical play is continued indoors, where children are able to crawl through a variety of interlinked tents and tunnels.

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

Children are happy, settled and have very good emotional attachment with the childminder. This is because their transition into the childminding setting is managed well. The childminder talks to parents about young children's established routines for sleeping and feeding. She continues these routines, to promote continuity of care and help children develop a sense of belonging. Children feel safe with the childminder and confidently go to her for support with activities or just for a cuddle. The childminder treats children with respect and positive regard. She supports children well, to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. There is a warm, welcoming and stimulating learning environment in which children are secure and confident to express themselves. They benefit from a wide range of play materials to support their learning and development. As a result, children develop the necessary skills which helps them embrace new experiences with confidence.

The childminder is a very good role model, helping children to play together, share toys and learn about what is acceptable behaviour. She supports children to develop respect for each other's needs and feelings; and manages unwanted behaviour sensitively, taking into account children's age and level of understanding. Good behaviour and individual efforts are praised. As a result, children develop self-esteem and generally behave well. Consistent routines are followed, to help children develop a sense of belonging and promote their self-confidence. They know the timetable throughout in the day. For example, when they are told it is time for snack, children know to go to the bathroom to wash their hands. Children are supported to manage their own personal hygiene needs, although the childminder does not routinely encourage younger children to wash their hands after nappy changing, so that they familiarise themselves with the routine of hand washing after toileting. A varied and balanced diet is encouraged and children are helped to make healthy choices about what they eat and drink.

There are good arrangements in place to help children learn to keep themselves safe through everyday routines and discussions. The childminder explains to children why they must not throw toys, reminding them that the toy could break or it might hit someone and hurt them. Children practise the emergency evacuation drill regularly, ensuring that they know what to do in an emergency to keep themselves safe. Outdoor play is promoted well and children have daily opportunities to be outdoors.

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

The childminder understands the requirements of the Early Years Foundation Stage, to ensure she is able to work within the framework and meet her legal duties. She meets the learning and development requirements well. The childminder is aware of her strengths and areas for development and has made a good start to her childminding career. She has

reviewed, evaluated and made changes to her childminding practice in response to early experiences. For example, she has made well considered changes to her outdoor provision, to make it more appealing to children, and has labelled boxes of toys with a picture and the name of the contents. This helps promote the garden as a child-friendly space that enhances children's learning experiences, while labelling resources encourages children's independence in selecting and carrying out activities. The childminder is committed to her own professional development. She is currently studying for a relevant level 3 qualification.

The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise if a child is at risk of abuse or neglect. She knows what to do if she is concerned, in order to safeguard the welfare of children. The childminding premises are safe and secure. Thorough risk assessments are carried out to ensure that hazards to children are identified and steps taken to limit risks. A daily checklist is also carried out. This means that children can play safely both indoors and outside. Risk assessments are carried out for outings, to ensure that children are kept safe when using community facilities.

The childminder demonstrates a strong commitment to working in partnerships with parents, to ensure continuity of care and learning for children. She keeps them informed through daily verbal communication, texts and telephone conversations. Parents report that their children 'absolutely love' being with the childminder and that they are learning every day. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children, so that concerns about children's well-being or development can be quickly identified and managed. There are currently no children on roll who attend other childcare settings or for whom there are developmental concerns.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460957
Local authority	Norfolk
Inspection number	918757
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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