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| Inspection date | 01/11/2013 |
| Previous inspection date | 09/03/2009 |

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

- Children build a strong bond with the childminder who meets their emotional and social needs well.
- Children receive loving attention and playful interactions from the childminder which builds their confidence and self-esteem.
- Children make progress in their development because the childminder provides various play activities and experiences across the seven areas of learning.
- The childminder works flexibly with parents to meet children's needs.

It is not yet good because

- The area used for nappy changing is not fully suitable to ensure that the facilities can be kept hygienic and prevent cross infection.
- The childminder's systems to self-reflect and drive improvement are not thorough to effectively meet the learning needs of all 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 play and the childminder's interactions with them.
- The inspector toured the areas of the premises used for childminding.
- The inspector observed and discussed the children's starting points and progress with the childminder.
- The inspector viewed the childminder's letters from parents.
- The inspector sampled relevant documentation including safeguarding documentation, self-evaluation and learning records.

Inspector
Helen Hyett

Full Report

Information about the setting

The childminder was registered in 1995 is on the Early Years Register and the compulsory parts of the Childcare Register. She lives with her adult children, aged 18, 20 and 22 in a village near to the town of Fakenham, Norfolk. The downstairs of the childminder's home is used for childminding and there is an enclosed garden for outside play. There are currently six children on roll, five of whom are in the early years age group. The family has three pet dogs. The childminder walks to collect children from the local school and pre-school and to a local park. She takes children on trips and outings. She is open all year round and cares for children from 7.30am until 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish a suitable hygienic area to use for nappy changing to ensure that children receive a fully positive experience during care procedures.

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

- self-reflect and evaluate the educational programmes provided and think of ways to continually improve and develop the provision.

Inspection judgements

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

Children cared for in the setting demonstrate confidence and enjoyment in their play and learning. They enjoy the attentive care offered to them by the childminder who interacts with children generally well to build on their knowledge and skills. For example, children's attempts to master new skills are praised by the childminder who encourages them to explore a variety of accessible toys that are provided in the playroom. Children demonstrate they are making appropriate progress in their communication and language skills because they are keen to talk and socially interact with the childminder. The childminder is able to tune in to children's personal language. She responds positively to babies attempts at communication and understands how to introduce new vocabulary to develop their understanding. The childminder has a satisfactory knowledge of how to use numbers to promote children's mathematical development; she describes how she counts with the children and provides a display of numbers in the playroom to support children's understanding. The childminder provides children with a range of opportunities to develop

their understanding of the world. Children enjoy using the vegetable patch to learn about where food comes from and are supported by the childminder to find out about different animals and their habitats by exploring the wooden jungle play set. Children have opportunities to develop their creative skills as the childminder regularly sings songs and carries out craft activities with children. Children's records help to inform parents of children's activities over time. The childminder establishes partnerships with parents through regular discussions and is establishing systems to encourage all parents to regularly contribute to these records by sharing their child's interests and achievements. She is aware of the requirement to complete a progress check for two-year-old children and understands how to complete these assessments.

Since her last inspection the childminder has established an orderly system to observe and assess children's development. Observations of children's interests are used to plan generally appropriate experiences for children to achieve the next steps in their learning. For example, she extends children's knowledge and understanding by borrowing suitable equipment from the toy library in response to her observations of children's interests and learning needs. Although the childminder is sufficiently aware of how to review the success of the individual activities she provides for children, her lack of ability to effectively evaluate the overall success of the educational programme she provides, results in some aspects of learning that are less well planned for. This means that although children are progressing in their development, the educational programme offered is not yet effective enough to successfully meet the learning needs of all children.

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

The childminder generally promotes children's safety and well-being. Children demonstrate they are happy and are growing securely in self-assurance. They receive warm and kind care from the childminder and take pleasure in the fun interaction they have with her. Children enjoy praise and encouragement from the childminder, which builds positive self-esteem. Children demonstrate their good behaviour and are encouraged to help with everyday routines. The childminder ensures children keep to their home routines as much as possible, following parent's preferences, such as where they would like their children to sleep. For example, she has established a quiet area for children to sleep in their pushchair or in a travel cot. Children are lovingly cuddled by the childminder who is quick to attend to their needs, when they become upset or tired, which contributes to their well-being. The childminder suitably promotes children's physical growth and development. She provides fresh drinking water and meets children's nutritional needs by liaising with the parents about providing healthy food and drink. The childminder has a suitable understanding of the procedures that should be followed in the event of a child becoming ill when attending the setting, therefore, preventing the spread of infection. The childminder is encouraging and interacts positively with children as she carries out care procedures. She is aware of hygiene arrangements as she wears an apron and uses gloves to change children's nappies. However, the area that is currently used for changing children is near to where the childminder's pet dogs rest and sleep. As a result, the dogs become interested when the childminder is changing children's nappies and try to be involved as care routines are being carried out. As a consequence, care procedures do not always promote children's well-being and do not provide a fully hygienic area to protect

children against cross contamination.

Children access the garden area every day for fresh air where they enjoy using a range of equipment including swings, a water play area and sandpit. Children's large movements and skills are promoted through planned activities, such as, controlling a ball and negotiating obstacle courses. Children are able to make choices in their play and learning because age-appropriate play resources are available to them. Overall, the indoor and outdoor environment is adequately stimulating and welcoming to promote children's development and independence. The childminder regularly takes children on outings and visits to the local school to experience events, such as the Harvest Festival. This means that children are growing in confidence, and are starting to develop a positive attitude to learning that suitably prepares them for their next stage in life.

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

The childminder generally has a satisfactory understanding of her responsibilities with regards to meeting the requirements of the Statutory framework for the Early Years Foundation Stage. She has completed essential training such as, first aid, and checks her first aid kit regularly. Since the last inspection she has made a number of improvements, these include regular checks to ensure her home is suitably safe and she regularly conducts and reviews risk assessments to identify and minimise hazards to children. She carries out regular fire drills and involves children in the process to help them start to learn basic safety procedures. Safeguarding training has enabled her to recognise the signs and symptoms of abuse and how to report concerns. Her knowledge about the action she would take in the event of an allegation being made against a member of the household is satisfactory to ensure that children are effectively safeguarded. The childminder demonstrates her ongoing commitment to review her policies and develop a thorough understanding of the relevant procedures, to ensure that she would notify the Local Safeguarding Children Board should such an event occur.

The childminder works hard to build secure relationships with parents because of her open and flexible approach to the service she offers, which includes welcoming parents at unplanned times when they need support. She has suitable lines of communication with them which involve regularly verbal updates of children's care and learning and written notes recorded in daily diaries. She is able to exchange crucial information regarding children's developmental needs due to the partnerships she has established with the local pre-school and school. The childminder has a suitable understanding of how to seek advice about children's development from health professionals should the need arise. The childminder is keen to access training and is pursuing training courses to develop her childcare qualifications. Self-evaluation systems have been established since the last parents. The childminder is sufficiently able to discuss the strengths of the setting and evaluate the success of individual activities that she provides for children. However, she is still in the process of monitoring and identifying areas to develop the overall quality of the educational programme she provides. For example, although parent's positive comments are collected, their views about the strengths and weaknesses of the childminder's provision are not yet obtained and used to prioritise improvements. These inconsistencies

result in self-evaluation systems that are not yet rigorous enough to drive future improvements to the setting. Developing the quality of the self-evaluation process would enable her to continually improve the educational experiences she provides, to effectively meet the needs of the range of children that attend the setting.

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 | 256199 |
| Local authority | Norfolk |
| Inspection number | 818512 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 09/03/2009 |
| 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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