

Inspection date

28/11/2013

Previous inspection date

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

- Children make good progress in their learning and development because the childminder identifies where children are in their learning and plans for their next steps. Activities are firmly rooted in children's interests and good teaching supports their progress.
- Warm, caring relationships are established between the childminder and children. They are happy and settled in this friendly and welcoming environment.
- Children behave well. Consistent boundaries are in place that help children know what is expected of them.
- Children develop a sense of belonging because the childminder continues established routines for feeding and sleeping.

It is not yet outstanding because

- Babies do not consistently have the same opportunities to be 'part of the group' as older children at mealtimes, so that they can enjoy sociable interactions with other people and develop a strong sense of belonging.
- There is scope to improve how children's speech and language development is promoted, to further support them to become even more confident communicators.

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 checked evidence of suitability of adults working with children and household members.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with another childminder and lives with her partner in a house in Pulham St Mary, Norfolk. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two small dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 10 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and 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:

- improve the arrangements for snack and mealtimes, so that babies can feel part of the group and enjoy social interactions with other children and adults
- provide further support to children in the acquisition of their communication and language skills, through consistently promoting sustained conversations between children and adults and encouraging them to communicate their thoughts and ideas.

Inspection judgements

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

The childminder knows children well and talks confidently about their individual likes, dislikes and stage of development. Children are supported well because a good balance of child-initiated and adult-led activities is provided and the childminder places a strong emphasis on promoting a good quality of teaching. As a result, children make good progress in their learning and development. A record of observations and assessments are 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 promotes all areas of development. 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 encourages parents to share what they know about their children, in order that individual care and learning needs can be identified and met. She 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 and are encouraged to contribute to them. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences. They choose what they want to play with and the childminder supports this effectively, encouraging children to select from photographs of the wide range of toys and resources available. Adult-led activities are successfully adapted, to ensure all children are able to participate at their own level. For example, when making Welsh flags older children are encouraged to learn about flags and the United Kingdom, while younger children enjoy the opportunity to explore the art materials. However, at mealtimes babies in highchairs are not always sat close enough to the other children to be part of the group, to fully promote their inclusion.

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 investigate and explore textures. For example, during an adult-led activity the childminder provides 'secret lentils' where everyday items are hidden in a tray of dried lentils. When children find an item she asks children what it is and what it is used for. However, opportunities are missed to further develop children's communication and vocabulary because the childminder does not talk readily to children about the texture of the lentils, or explore children's responses to the items they find. Despite this, the childminder does respond 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 and the childminder models language and taking turns in conversation. They 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. They enjoy singing and rhymes, readily joining in with repeated refrains, such as making animal sounds and singing 'ei-i-ei-i-o' during the 'Old MacDonald' song.

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 supports children to acquire the skills and capacity to develop and learn effectively and be ready for the next stages in their learning. 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 'bounce and rhyme' at the library, 'stay and play' at the local children's centre, forest walks and trips to the park. 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.

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

Children's 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 and parents are able to visit the childminding setting for settling-in visits, until everyone feels comfortable with the new arrangements. As a result, children are happy, settled and have very good emotional attachments with the childminder. Children feel safe with her and confidently go to her for support and reassurance or just for a cuddle.

The childminder provides a warm and welcoming learning environment in which children are secure and confident. 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, such as moving on to nursery or school. The childminder treats children with respect and positive regard. She is a good role model, helping children to play together and share toys. A pictorial display of 'golden rules' helps children to learn about what is acceptable behaviour. Children's unwanted behaviour is managed well, 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 confidence.

Children learn about the importance of good hygiene because the childminder promotes this aspect of their learning well. Children are supported to manage their own personal hygiene needs, such as washing their hands before eating. They see the childminder clean the table before serving food and she talks to them about the need to get rid of germs. A varied and balanced diet is provided 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. They practice the emergency evacuation drill and the childminder talks to children about road safety when they are on outings. This ensures everyone knows what to do 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 works with another childminder and they regularly update self-evaluation, talking about what has gone well and priorities to improve. They monitor the quality of their observations of children and their planning. For example, they have made changes to the way they record planning, so that documentation is readily understood. As a result, they ensure that they enhance children's learning experiences and meet their individual needs. The childminder is committed to her own professional development. She has an honours degree in early years childhood and attends training courses and workshops to further improve her knowledge and skills, such as 'Letters and sounds' and 'Transitions and loss'. This helps ensure that she is meeting children's individual learning needs and supporting their well-being.

The childminder carries out thorough risk assessments, to ensure that hazards to children

are identified and steps are 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 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 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 and telephone conversations. Parents report that they are happy with the service that is provided. They feel that the setting provides a caring environment where children have a good balance of adult-led activities, free play and opportunities to be outdoors. Parents value that the childminder provides healthy meals and snacks. The childminder has established partnerships with others who may provide care and learning for children, so that concerns about children's well-being or development can be quickly identified and managed.

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	EY457569
Local authority	Norfolk
Inspection number	939469
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
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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