

Inspection date	28/11/2013
Previous inspection date	28/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good because there is sufficient time for children to create their own play and explore their ideas. Children learn through play, they are interested and keen learners and are making good progress towards the early learning goals.
- Children have good emotional attachments to the childminder. They are happy and settled in the warm and welcoming environment.
- Children behave well. Consistent boundaries are in place to help children know what is expected of them. They have a very good sense of belonging, they share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings.
- The childminder and her assistant meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.

It is not yet outstanding because

- There is scope to secure the use of parent's and children's contributions and opinions about the provision so that these can be used to help inform the childminder's self-evaluation of strengths and areas to improve.

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/dining room and kitchen.
- The inspector spoke to 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 looked at the provider's self-evaluation form.

Inspector

Karen Harris

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one of her adult children in a residential area of Norwich and works in the setting with her daughter as her assistant. Access to the home is via one step and the whole of the ground floor and an enclosed garden are used for childminding. The family has two cats and fish as pets. The childminder attends activities at the local children's centre and visits the shops and park on a regular basis. There are currently 11 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. She also offers care to children aged over five years to 10 years and collects children from the local schools and pre-schools. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and holds a relevant early years qualification. She is a member of the local childminding network and is in receipt of government funding for early education.

What the setting needs to do to improve further

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

- enhance the precision of self-evaluation procedures, for example, by securing the use of the views and opinions of parents and children and using these to inform the future developments of the provision.

Inspection judgements

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

The childminder knows the children well. She talks confidently about children's individual routines, likes and dislikes and plans activities based around their interests. She works with an assistant who is her daughter and together they respond to the children's interests and offer activities that they know they enjoy. For example, they ensure that the train track is available for a child who has a particular interest in trains and vehicles. Teaching is good because there is sufficient time for children to create their own play and explore their ideas. Children learn through play and they are interested and keen learners. For example, they enjoy growing vegetables, such as potatoes in the garden and harvest them to eat at mealtimes. The childminder uses observation and assessment well to identify the next steps in children's learning, enabling them to make good progress towards the early learning goals.

The childminder promotes and supports the development of children's speech and language skills well, helping them to become confident communicators. She responds well to the babbles and vocalisations of young children, encouraging them to say words and

then repeating them back so they can hear them pronounced correctly. The childminder skilfully questions older children during activities to extend their understanding and learning. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. This helps ensure that they develop the key skills needed for the next stage in their learning, such as moving on to nursery or school.

The childminder has a clear picture of children's starting points when they first attend the childminding setting. This is because she gathers useful information from parents during induction sessions, both through verbal discussion and asking parents to complete an 'all about me' form on behalf of their children. This gives the childminder an idea of children's likes, interests and stage of development. She keeps a record of observations, using photographs and written evidence, about what children are doing. From these, the childminder identifies the next steps in their learning. Records demonstrate that children are working comfortably within the expected developmental band for their age.

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

Children are happy and settled in the warm and welcoming environment and have good emotional attachments to the childminder as they readily go to her for support. Children settle quickly into the childminding setting. This is due to an effective settling-in procedure which is managed over a number of weeks in partnership with parents and carers. This helps children get to know the childminder and they feel secure with her, seeking reassurance through cuddles and one-to-one attention. Children's emotional well-being is effectively supported as they make other transitions, such as to nursery or school. For example, the childminder talks with children about the changes that are going to happen and shares information with the other setting, to promote continuity.

Children behave well. Consistent boundaries are in place to help children know what is expected of them. The childminder recognises and praises children's successes, she values and praises their good behaviour and individual efforts, promoting their self-esteem. Children are encouraged to share and take turns with popular resources and are helped to play harmoniously together and have respect for each other's needs and feelings. Children can choose what they want to play with because the childminder has arranged toys so they can easily access them and make choices about what they want to play with. This effectively promotes a very good sense of belonging and independence. A key person system has been implemented in the setting as the childminder employs an assistant, which means that children's individual achievements and progress are noted and effectively tracked.

The childminder gathers useful information from parents, to find out about children's established care routines, and continues with these to promote continuity of care. Children's dietary needs are jointly met with parents. The childminder provides healthy snacks and a cooked meal at lunch time, however parents can also provide meals for their own children if they prefer. There are good arrangements in place to help children learn to keep themselves safe through consistent everyday routines as they know what happens next throughout the day. They are helped towards self-care skills and are encouraged to

be independent. For example, they know that they wash their hands before snack and lunch time and readily take themselves to the toilet. Children demonstrate good physical skills. Younger children freely explore their environment, for example as they use low furniture to cruise along to practise their early walking skills and crawl around the room and through tents and tunnels.

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

The childminder and her assistant meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected. The children are safeguarded by the childminder's secure knowledge of child protection procedures and clear understanding of signs and symptoms that would concern her. Therefore, she is committed to keeping children safe from harm and neglect. The childminding premises are safe and secure. Risk assessment and daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe to ensure that hazards to children are identified and steps taken to limit risks. Any accidents are managed effectively. The childminder keeps clear accident records and parents sign to acknowledge the entry.

Children make good progress during the time they spend in the provision. This is because the childminder has a good awareness of children's individual needs and planning is in place for all children. The childminder regularly monitors the practice of her assistant which means that continuous support is provided; this has a positive impact on improving practice for the children in the setting. The childminder is beginning to document strengths and weaknesses of the setting through self-evaluation procedures, which provide opportunities for her to review and evaluate her provision on a regular basis. However, she does not yet involve parents and children in this process which means that she is unable to take account of their views when considering improvements to the setting.

The childminder has a good working relationship with the parents of the children she cares for. She communicates with them on a daily basis and shares information about their children's day. Parents are encouraged to read all of the childminder's written policies, to ensure that they have a shared understanding of the way in which she works with young children. 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. She is happy to work with other professionals in order to ensure children's needs are effectively met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	256523
Local authority	Norfolk
Inspection number	871601
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	10
Name of provider	
Date of previous inspection	28/05/2009
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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