

Inspection date	09/12/2013
Previous inspection date	08/05/2013

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not effectively safeguarded as the childminder does not always adequately supervise children, particularly while on outings.
- Children's safety is compromised on occasions as the childminder does not implement robust risk assessments for outings to ensure that potential hazards are minimised and outings are safe and suitable for the ages of the children present.

It has the following strengths

- Teaching and learning is good as the childminder has a secure knowledge and understanding of how children learn through their play. She carefully observes the children to assess their skills and interests, effectively adapting her teaching to ensure all children are included and actively engaged in activities, which support their progress.
- Partnerships with parents are secure. The childminder liaises effectively with parents to establish a good understanding of children's needs and capabilities. She shares information about their learning and development well, to enable them to play an active part in their children's progress.

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 rooms where children play.
- The inspector observed an activity planned by the childminder and discussed the aims and the learning intentions with her.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents provided through their written references and from information included in the childminder's parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and 13-year-old son in Wymondham, in Norfolk. The ground floor of the property is used for childminding purposes and there is a bedroom on the first floor for sleeping, along with the bathroom facilities. There is a garden for outside play activities. The family has two cats as pets.

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

There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions and six are school-age children who attend before and after school and during school holidays. The childminder cares for children Monday to Friday from 7.30am to 6pm, all year round, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that children are safeguarded at all times, particularly while on outings, by ensuring that they are always within the sight or hearing of the childminder at all times
- implement a more robust risk assessment to ensure that outings are suitable for the ages of the children present, any potential hazards are identified in advance and action is taken to minimise these so that children's safety is maintained on all occasions.

Inspection judgements

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

The childminder's good teaching practice is based on her secure knowledge and understanding of how to effectively promote the learning and development of young children. She gets to know the children she is caring for well, gathering detailed information from parents as their children start in her setting so she has a clear idea of children's starting points and capabilities. The childminder makes regular detailed observations of the children during their play, in order to identify their next steps for

learning. Consequently, children benefit from a good, balanced range of planned and child-led activities within the childminding environment, which the childminder knows children will enjoy and will help them make good progress in their learning and development. Well-presented books for each child document children's achievements and include examples of their artwork and photographs showing children enjoying the activities. Children's progress is consistently tracked to ensure any concerns regarding their development are identified early and appropriate intervention is sought. The childminder works closely with parents and they share valuable information that promotes children's well-being and learning. Parents are encouraged to contribute to assessments of their children's progress and receive regular updates, both verbally and in writing. This means consistent care is provided and parents are able to support their children's learning at home.

Children are keen to play and join in activities. The childminder successfully builds on children's interests so that children are engaged and active learners. For example, when children show an interest in dressing up as superheroes, she finds suitable resources and helps them to role play a story. Consequently, children are developing their imagination and are able to express their ideas to others. Children's communication skills are enhanced by the childminder using appropriate questions to extend their thinking. She introduces new and sometimes complex words to older children, for example, explaining the word architect, which she introduces as children build with bricks. Children demonstrate their prior knowledge and skills as they repeat favourite activities. For example, older children know that they need to build a big base before constructing a tower so that this will not topple. They concentrate well as they build and show increasing dexterity as they manipulate the different size bricks. The childminder introduces numbers, size and colour recognition during children's activities and encourages younger children to have a go. Children look to the childminder for praise at their achievements and beam with pride.

Older children join in conversations and use language to express themselves, ask questions, explain something or share their experiences. They play games that introduce the names of different continents, so are beginning to learn about the world around them. Planned craft activities enable children of all ages to explore textures and colours and use their own creative ideas. Children enjoy time in the garden during the better weather and are taken to local parks or indoor play areas during the winter months so they are able to be physically active. They learn to handle and manage age-appropriate tools, such as, crayons or paintbrushes for making marks. Consequently, older children's pre-writing skills are effectively promoted. The childminder recognises that children require key skills to successfully transition on to school and spends valuable time focusing on these. For example, she praises and rewards with certificates the children's efforts to put on their own coats, encourages children to become sociable and confident in a group situation and promotes communication skills effectively.

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

Children have formed a strong bond with the childminder and look to her for help and support, particularly when unsettled. However, the childminder's very occasional lapse in

supervision, when children are not in her sight and/or hearing, albeit for a very short period of time, means that children's sense of security may be compromised. The childminder works closely with parents from the start of the childminding arrangement. Settling-in sessions help the children to become accustomed to the environment, the childminder and other family members. Good information is gathered from parents about children's routines, preferences, needs and capabilities so that initial care is tailored to each child's needs. This means that transitions between home and the childminder's setting are a positive experience and children generally settle quickly.

The childminder has a good knowledge and understanding of the importance of healthy eating. Children enjoy healthy, nutritious meals and snacks, which are freshly prepared. Children's preferences and dietary needs are carefully considered when planning menus and children are encouraged to eat a range of foods. The childminder seeks appropriate training to manage any allergies or medical needs so that children's well-being is effectively promoted. Mealtimes are social occasions where younger children learn to feed themselves and good table manners are encouraged. Children learn appropriate hygiene practices through the everyday routine, for example, they wash their hands before meals. Time spent outdoors each day enables children to enjoy physical exercise and benefit from fresh air. Children are often taken to the local parks where they use more physically challenging equipment, such as, climbing frames or swings. Outings enable children to mix with their peers and begin to learn about the community in which they live. Children access resources in the setting, which positively reflect our diverse society and the childminder plans activities around different celebrations and festivals, promoting children's understanding of the wider world.

The childminder provides a warm, child-friendly environment where children can move about freely and access a range of resources. Their pictures are thoughtfully displayed and they have space for their personal belongings so that comforters can be kept close by. The childminder encourages children to learn to share and take turns as she provides consistent routines and sets clear boundaries, which are appropriate to the children's ages and stages of understanding. Consequently, older children play well together and are building friendships with each other.

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

This inspection was brought forward by Ofsted following an expression of concern relating to the supervision and safety of children while on an outing with the childminder. The childminder admitted that she left children secured into the car seats in her car, albeit for a very short period of time, while she went to collect a shopping trolley. For this period of time, children were not adequately supervised as they were not within her sight or hearing. This results in a breach of the safeguarding and welfare requirements of the Statutory framework for the Foundation Stage and actions have been raised as a result of the inspection. The childminder carries out risk assessments for the home and these are thorough, in order to minimise hazards for children and create a safe environment for them to play and learn. However, the childminder's risk assessment for the planned

shopping trip failed to take account of the ages of the children present and identify any potential hazards to effectively safeguard children. While there are many good aspects to the childminder's provision, particularly around children's learning and development within the home setting, this lack of supervision and failure to safeguard children at all times has had a significant impact on the overall inspection judgement. The childminder is able to demonstrate a suitable knowledge of child protection and the steps she would take if she had any concerns about a child in her care. All adults living on the premises are vetted and proof of their suitability checks are on file. The childminder completes appropriate documentation and has a clear set of policies to guide her practice.

The childminder has effective systems in place for reviewing and monitoring her educational provision. She accurately matches her activity planning and resourcing to children's individual learning styles and their developmental needs. Furthermore, the childminder regularly monitors children's progress to ensure that there are no gaps in learning and all children are working comfortably within the typical range of development expected for their age. A self-evaluation process enables the childminder to review her provision for children and to evaluate the service she provides. Since the last inspection, she has made plans to develop her garden in the spring and applied for training to develop her knowledge and skills further.

Relationships with parents are positive. Parents contribute to the initial assessments of their children and are kept well informed of their children's progress, for example, through a daily diary, which provides an account of their children's achievements and daily care routines. Assessment records are frequently viewed by parents so that they are able to share in their children's learning and progress. Furthermore, the childminder provides parents with summative assessments of their children's progress, including the progress check at age two. The childminder understands her role to work in partnership. She has formed links with the local schools and other early years settings that children attend, enabling the childminder to compliment the learning that takes place for children while in other settings.

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	EY451757
Local authority	Norfolk
Inspection number	946066
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	08/05/2013
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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