

**Inspection date**

14/01/2014

Previous inspection date

29/02/2012

**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 the childminder understands the different ways in which children learn and she provides activities and resources that promote their interest and curiosity. This results in children making good progress in their learning given their starting points.
- The childminder fully understands her role and responsibility in regard to safeguarding children, therefore, they are protected.
- Children are happy, settled and develop strong bonds and attachments with the childminder and their peers. They have independent access to a stimulating range of resources and they are cared for in a warm, homely environment.
- The childminder is committed to improving her practice. She attends training, workshops and seminars to improve her knowledge and to extend the experiences children have in the setting.

**It is not yet outstanding because**

- There is scope to gather more detailed information from parents regarding children's progress when they first start attending, to add to the childminder's initial assessment of children's starting points.
- A quiet, cosy area is not always available in the main play area used by the younger children, so they can choose when to relax and rest in comfort.

## 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, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection and provided through their written references or from information included in the childminder's own parent survey.

## Inspector

Lindsey Cullum

## Full report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and nine years, in a village near to Wroxham, Norfolk. The ground floor of the home is used for childminding purposes. There is an enclosed garden for outdoor play. The family has a dog and a cat.

The childminder attends local toddler groups with pre-school children and collects older children from the local school.

There are currently 11 children on roll, five 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 or 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.

### What the setting needs to do to improve further

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

- provide further opportunities for parents to contribute information about their children's progress and learning as they start in the setting, to add to initial assessments of children's starting points
- enhance the provision for children to rest and relax, by extending this into the play area used mostly by the younger children.

### 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. The childminder regularly observes the children and, using guidance such as the Early Years Outcomes, she is able to clearly see where children are in their learning and plans accordingly. She continually looks at children's next steps for learning, to see where she can challenge them and help children to develop their skills in all areas of learning. Consequently, children make good progress. Children are well-supported through a balance of planned activities and child-led, spontaneous play because the childminder

sensitively interacts with the children and role models play. For example, she observes when younger children start to bang small bricks together and copies their actions, banging hers together rhythmically. The childminder extends this activity by starting to sing a song and encourages the children to listen to the words and play loudly or quietly. Consequently, younger children are developing their coordination skills while beginning to understand simple words and instructions. Children's enjoyment of this activity is encouraged as the childminder introduces additional instruments, such as a tambourine and children find a small hammer, adapting the tambourine into a drum. Younger children sway along to the music and all join together in this group activity, taking turns, with older children beginning to understand the needs of the younger ones. Well-presented books for each child clearly document children's achievements and include examples of their artwork and photographs showing children enjoying and learning through activities. This means that children's progress is consistently tracked to ensure that any concerns regarding their development are identified early and appropriate interventions are sought.

Children's language and communication skills are well-promoted because the childminder naturally extends activities by introducing new words, which she repeats often so that children copy and begin to understand them. For example, she counts as children begin to build towers, introducing simple mathematical concepts as she talks about size and height. She points out and names the things children see and play with, such as a train, cars and the small wooden animals in the farm set. Younger children are encouraged to make sounds as the childminder mimics the sounds made by animals. Their effort and achievements are continually praised by the childminder, which encourages children to try new experiences and builds their confidence and self-esteem. As a result, children are happy, curious, becoming independent and learning to communicate well, developing the necessary skills in readiness for school and the next stage in their learning. Good consideration is given to the children's age and stage of learning as the childminder sets out activities and resources each day. In addition to this, children access a range of toys that are continually available in the play areas used. Children freely select the toys they would like to play with, some of which are stored in baskets with labels and pictures, so children can easily identify and choose what they want. Consequently, children are learning from the labels that print carries meaning, while their independence is encouraged. The childminder makes quite flexible use of the rooms downstairs for children's activities, so they can access a good variety. Babies and younger children have quiet space to sleep in the lounge, which is not used for everyday play. However, an attractively set out, comfy area is not always provided for the younger children so they can comfortably relax and rest throughout the day according to their needs. Children sit with the childminder in the family room for a quiet story or to look through books. They snuggle up, demonstrating the good relationship and bond that has developed between individual children and the childminder. Children approach the childminder for a cuddle or to help them, and she sensitively responds in a kind and caring manner. This supports children's emotional well-being. The childminder provides children with an age-appropriate variety of sensory experiences. For example, younger children delight in exploring items in treasure baskets, feeling the different textures, shapes and weights. Their enjoyment of filling and emptying is fostered as children find shape sorters or small baskets and show increasing concentration as they put things in and take them out. Children's creativity is encouraged as they frequently take part in planned craft activities, such as painting, drawing, colouring or sticking. Various malleable materials are provided, including dough

and children enjoy the recently purchased sand-pit in the outdoor environment. Outings are planned so that children can mix with their peers, such as 'stay and play' sessions run locally. The childminder uses the garden and outdoor activities, such as walks, to promote children's understanding of the natural world. For example, children are involved in making bird feeders to encourage wildlife into the garden. The childminder has created a digging area, where children can use their imagination to make 'mud pies' or look for insects.

The childminder demonstrates a good understanding of why effective partnerships with parents are important and strives to ensure that parents are fully involved in their children's learning. She gains generally good information from parents prior to the commencement of care through the 'All about me' sheets, including gathering details on children's care routines, likes, interests and what children can do well. This means that she is able to support children effectively during the settling process. Although this information contains some detail on what parents know their children can do and discussion and early observation by the childminder support the identification of children's starting points, there is scope for parents to be invited to be more involved in this initial process. Ongoing communication is effectively maintained between the childminder and parents, with information regularly shared on children's progress and achievements as children arrive or are collected. As a result, children are well-supported and parents are fully included in their children's ongoing learning and development.

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

Children settle quickly and a special bond has formed between children and the childminder. Settling-in sessions help the children to become accustomed to the environment, the childminder and other family members. From the start, the childminder works closely to build trusting relationships with parents that help to ensure children feel emotionally safe and secure. The childminder communicates with some parents by text during the day, which parents comment, provides them with valuable reassurance while their children are settling. The childminder demonstrates a genuine enjoyment of her role and joins in with children's play, engaging them fully. For example, children laugh happily as they knock over the tower the childminder is trying to build. They are clearly familiar with this game and the childminder's responses. As a result, children are having fun, securing strong attachments and their well-being is effectively promoted. The childminder values children's individuality and is mindful and respectful of different cultures and beliefs. An appreciation of diversity is reflected positively in the books and resources available. The childminder is a positive role model of behaviour for the children and treats them with kindness and respect. She gets down to the children's level and gives them clear explanations and choices. When necessary, she calmly but firmly enforces reasonable boundaries of behaviour, which help children feel secure and understand what is acceptable. This enables young children to learn how to manage their behaviour and consider others, for example by sharing toys and taking turns.

The childminder provides a warm, child friendly environment where parents and children know they are all welcomed equally. An appealing selection of good quality toys and

resources are readily available to children on accessible storage, with further resources set out daily by the childminder according to children's needs, age and abilities. This enables children to see what is available and promotes independence and exploration. Children are becoming increasingly confident and inquisitive, which is building a good foundation for future transitions to other settings.

Children are learning about healthy lifestyles. They regularly play outside or go for a walk, which ensures they have a healthy amount of fresh air and exercise. Children develop their physical skills and confidence as they use play equipment, such as swings or run about in the childminder's garden. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she teaches children safe road practices, especially on the very rural roads they use while walking home from school. Children are aware that they need to walk close to the childminder and face any oncoming traffic. Children develop positive attitudes to healthy eating, since the childminder offers freshly prepared, nutritious meals and snacks as necessary. Children's preferences and dietary needs are carefully considered when planning menus and children are encouraged to eat a range of foods. Good personal hygiene practices are reinforced through the everyday routine. Children find wipes and attempt to wipe their own faces after eating and enjoy being helpful by wiping clean the surfaces.

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

This inspection was brought forward by Ofsted following an expression of concern about the health and well-being of children. This particularly related to an incident where a child playing in the garden, inadvertently got some diluted washing-up liquid in their eyes, which older children had previously used to create bubbles and mix in their 'mud pies'. The childminder took prompt first aid action, recorded the details of the accident carefully and informed parents when they collected the child shortly after the incident. The childminder also took the appropriate step of notifying Ofsted, even though this was a non-notifiable incident. The inspection found that the childminder took appropriate action at the time and has since reflected on her practice and taken additional precautions to prevent the likelihood of a similar occurrence in the future. For example, she has purchased child-safe bubble mixture and all products that are not labelled as safe for children are locked away. In addition, she has scrutinised and amended her policy on managing accidents and incidents, so parents will now be informed immediately of any concerns or accidents. These tightened practices will further ensure that children's well-being is supported in the future.

The childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. She ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with a copies of her policies when their children start attending her setting. Appropriate checks on adults are carried out to safeguard children and any visitors to the home are closely supervised and not left with minded children. Risk assessments are completed for the home, outdoors and any outings children take part in and the childminder ensures that her

home is safe and secure. Required documentation, such as records of children's attendance are well-maintained, efficiently organised and confidentially stored. The childminder is aware of the required ratio of adults to children and cares for children of different ages throughout the week. Through her careful planning and preparation, she is able to meet the varying needs of the children who attend.

The childminder takes her role in caring for and teaching children very seriously. She has read and undertaken research to provide her with knowledge to support her work and has enrolled on various courses to develop her skills further. She closely monitors her work in delivering the early years curriculum to children. She uses appropriate documentation to ensure children are making progress in-line with the expected milestones and ensures that teaching methods are meeting children's needs. The childminder continually reflects on her practice. Parents' views are sought in questionnaires about the childminder's services and the most recent ones give a very positive view of the care she provides. Parents comment that their children are happy and keen to attend, are making good progress in their learning, enjoy a varied range of activities and the environment is welcoming and homely. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. The childminder understands how to work with other key persons when children attend other settings, to ensure continuity for the children in their care, learning and play.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY431431
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	948133
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/02/2012
<b>Telephone number</b>	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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