

Inspection date

Previous inspection date

06/02/2014

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

- The childminder has a secure knowledge and understanding of how children learn through play and free exploration. 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 supports their progress.
- Children have formed strong bonds and attachments with the childminder. This means that they are confident, happy and sociable and have a firm base from which they make good progress in their learning.
- The childminder takes positive steps to safeguard children. She ensures that children's welfare is prioritised and hazards are minimised.
- The childminder has effectively used her experience as a childcare practitioner to firmly establish her childminding business. She networks and shares good practice with other childminders to continually develop her practice and to introduce new ideas and ways of working.

It is not yet outstanding because

- There is scope to involve parents further in the planned learning for children by offering more ideas, so that parents can extend children's learning at home.
- Opportunities for young children to play with everyday objects and more natural materials are not always freely available, in order to enhance their sensory development.

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.

Inspector

Lindsey Cullum

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 lives with her three-year-old child, in a first floor flat in North Walsham, Norfolk. The whole flat, with the exception of the main bedroom, is used for childminding. The childminder uses an enclosed communal area for outdoor play and regularly visits the local park with children. The family has a dog. The childminder holds a relevant childcare qualification.

The childminder attends a variety of pre-school activities with the children. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, seven of whom are in the early years age group and attend for a variety of sessions and four are school-age who attend before and after school and during the school holidays. The childminder generally cares for children Monday to Friday, between the hours of 5.50am and 9pm, although, she provides care over the weekends or overnight according to the needs of the families who use her service.

What the setting needs to do to improve further

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

- extend further the involvement of parents in the learning and development of children, by offering them ideas linked to identified next steps, to guide children's progress at home
- enhance the range of everyday objects and natural materials available for children's play, such as providing treasure baskets for babies and young children to explore and investigate using their senses.

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 talks to parents about their children's interests at home and their stage of development when they first start, which enables her to plan for their learning from the outset. The childminder keeps well-presented records of the children's activities and achievements over time. She tracks their learning effectively across all areas of learning, so she can plan challenging activities according to each child's individual needs and

interests. Furthermore, she plans a varied range of outings each week, which enhance children's learning opportunities further and that she knows the children will enjoy. For example, she attends local toddler groups where children socialise, they go on walks in the woods promoting children's understanding of nature and visit soft play areas, so they can be physically active. Consequently, children make good progress in their learning and are meeting their expected levels of development. The childminder routinely shares information about children's daily activities and routine care needs with parents. She notifies parents if she is following a particular theme or topic with the children, such as festivals or celebrations that occur throughout the year. Therefore, they are able to share this with their children. The childminder provides some ideas for children to do at home with their parents but these are not fully linked to the identified next steps for learning. This means that there is scope to provide further information to guide learning at home, to maximise progress made by children.

The childminder encourages children's communication skills through effective interaction. She talks to children throughout activities, commenting on what they are doing and asks questions to encourage their thinking. She teaches them new words during their play, encouraging them to copy and repeat. Children thoroughly enjoy books and frequently choose a favourite story, before settling themselves comfortably on the sofa next to the childminder while she reads. The childminder is animated while reading, engaging the children, so they begin to share in a love of books. Signs and labels are evident, so that children learn that print carries meaning. For example, children's name cards are displayed and most storage boxes are labelled. The childminder is a good role model for children. She listens carefully and interacts well with children to help them gain confidence in their skills and to build their self-esteem. Children receive frequent praise and encouragement. Their developing independence is very well supported. Children select toys they would like to play with, moving freely between play areas and they initiate their own play. For example, children find role play resources and act through familiar scenarios using dolls. They actively seek out their favourite toys from the storage boxes, such as musical instruments and demonstrate their skills in playing whistles and drums.

Children enjoy an extensive range of creative resources and media. They frequently paint, choosing from a variety of tools, such as brushes, rollers and printing stamps. Children cut and stick, draw and colour and some of their artwork is thoughtfully displayed on a board in the setting, demonstrating that the childminder values their creativity. Younger children enjoy exploring materials, such as dough or a tray filled with oats, experiencing the different textures as they feel these with their hands. Older children add toys to the oats and develop their imaginary play with cars or dinosaurs. The childminder promotes children's mathematical skills well, for example, as she encourages older children to count during their play. She plans some topics to focus on specific aspects of children's learning. For example, she is currently promoting colour recognition, so she has created a display and introduces colours to any activity she is doing with the children. Consequently, all children are beginning to differentiate between colours and older children demonstrate their emerging knowledge by naming the prime colours confidently. Children play with electronic toys and those which resemble everyday technology. Outings locally means that children are learning about their local community. Children clearly enjoy their time with the childminder and have formed close bonds with her, supporting their emotional development. They are confident, happy, becoming independent and learning to

communicate well, developing the necessary skills in readiness for school and the next stage in their learning.

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

Children are happy, settled and develop a strong sense of belonging as their individual needs are supported well. A welcoming and very child-centred environment is provided where children happily initiate their own play and are keen to take part in planned activities. The childminder provides a wealth of resources, which are appropriate for the age of the children attending and stimulate their interest. However, the majority of her resources are man-made toys, with some natural materials either collected during outings to the woods or introduced for exploratory play. This means that children have fewer opportunities to experience everyday objects and more natural materials on a very regular basis, to enhance children's sensory development. The childminder is a good role model. She ensures that children acquire important skills, such as listening and following simple instructions, concentrating and self-care. Children learn to share and take turns, respect and value each other's similarities and differences through the childminder's calm guidance. Older children have developed their own rules to follow, which they have written onto cards displayed in the setting as a reminder to all of the behaviour accepted in the setting. Consequently, children are confidently prepared for the next stage in their learning when they start pre-school or school.

The childminder has quickly built warm and trusting relationships with parents that help to ensure that children feel emotionally safe and settle quickly in the setting. She offers home visits, so that she can get to know children in the security of their own environment, before working closely with parents to settle the children into her setting. 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 settle quickly.

Children are learning about healthy lifestyles. They regularly go outside for active play either in the communal play area or park near the childminder's flat. The childminder ensures that children spend time outdoors each day, sometimes driving part of the way to school, then allowing the children to walk or ride their scooters the rest of the way. They enjoy regular physical exercise as the childminder visits local indoor play areas where children can be physically active and develop their muscle control as they climb, jump, run and slide. She arranges outings with other childminders and their minded children, so that children develop relationships in their community and enhance their social skills. The childminder provides children with healthy food and drink as agreed with parents. She takes the children shopping, so that they are able to choose the fruit for snack and she encourages them to try different foods during mealtimes. Any specific dietary needs or allergies are diligently catered for, so that no child's well-being is compromised. Children sit together around a small table for meals, so these are social occasions where they learn good table manners and join in conversations. The childminder encourages children to be independent, for example, younger children feed themselves and older children help with snack preparation if they are willing. The childminder introduces practical routines, such as

washing hands before meals, so children learn about the importance of good hygiene. Children learn to keep themselves and other safe. For example, the childminder talks to children about clearing away toys they are not playing with, so that no-one trips over. They learn to follow safe practices while out with the childminder, as she talks about safety when crossing roads. Planned outings to the local fire station reinforce the safety message, while children have fun learning through real-life experiences.

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

The childminder has a good understanding of her responsibilities for meeting the learning and welfare requirements of children in her care. She has a secure knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with a copy of all her policies as their children start attending her setting. Children play in a safe environment because the childminder is conscientious about supervising them and minimising any potential risks. For example, she keeps her home secure and establishes the identity of any visitors. The childminder assesses any outings carefully to ensure that she considers any possible risks, so children are kept safe.

The childminder has used her considerable skills and experience to make a good start to her childminding business. She holds a recognised childcare qualification and continues with her own professional development by attending a wide range of courses, including those on safeguarding, aspects of teaching and learning, working with children with special educational needs and/or disabilities or who speak English as an additional language. Consequently, the quality of the childminder's teaching practice is good, therefore, children make good progress in the childminder's setting. The childminder has organised her underpinning paperwork well to ensure that she has the required information available to meet children's needs. Observations and assessments of children's learning are used effectively to monitor the educational provision. The childminder recognises the value of self-evaluation and uses it effectively to identify areas that she wishes to develop further in the future. She is pro-active in seeking advice and guidance and keeping up to date with current childcare practice. Furthermore, she meets regularly with other experienced childminders to share good practice and ideas, in order to improve the service that she provides for children and their families.

The childminder has quickly developed strong partnerships with parents. She keeps them well informed about her routines and activities, through daily conversation and a shared written diary. There are good links with the local pre-school and school enabling the childminder to share information that promotes continuity of care and learning for children who attend other settings. The childminder familiarises younger children with the school as she delivers and collects older children and she has links with the out-of-school provision. This helps children to view their entry into school with confidence.

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	EY456078
Local authority	Norfolk
Inspection number	932343
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
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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