

## Inspection date

Previous inspection date

19/03/2014

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

- 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.
- 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 frequently go on outings with the childminder, which enhance children's learning opportunities.
- The childminder fully understands her role and responsibility in regard to safeguarding children, therefore they are well protected.
- The childminder has developed trusting partnerships with parents. They value the time she spends with their children and the welcoming and homely environment she has created, to meet children's individual needs.

### It is not yet outstanding because

- There is potential to further develop the use of the outdoors, to offer children richer and more diverse experiences and opportunities to explore, use their imagination, build and create.
- 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.

## 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 and in the garden.
- 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 provided through testimonials and comments included in their children's assessment records.

## 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 husband and two children aged two and seven years, in a house in the Sprowston area of Norwich, Norfolk. The whole of the ground floor plus two bedrooms on the first floor are used for childminding. There is an enclosed garden for outdoor play. The family has a rabbit. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools, pre-school and nursery. There are currently seven children on roll, three of whom are in the early years age group and attend part-time and four are school-age, attending either before and after school or during the 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:

- enrich the outdoor learning environment, to give children additional opportunities to be curious, investigate further and use their imaginative and creative skills
- extend further the involvement of parents in the learning and development of children, by offering them ideas linked to identified next steps, to support children's progress at home.

## 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, through their play and first-hand experiences. The childminder 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 parks or soft play areas so children can be physically active. Consequently, children make good progress in their learning and are meeting their

expected levels of development.

The childminder demonstrates a good understanding of why effective partnerships with parents are important and strives to ensure that parents are involved in their children's learning. The childminder discusses children's daily activities and routine care needs with parents or carers as they collect children and some younger children have a daily diary in which important information to be exchanged is recorded. The childminder shares with parents her observations and assessments of children's progress and enables them to share their views and comments. She notifies parents if she is following a particular theme or topic with the children, such as, the seasons or celebrations that occur throughout the year, to encourage parents to share this with their children. However, there is scope to provide further information or ideas for activities children can do at home with their parents, to guide learning at home and 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. Therefore, children develop the ability to express their ideas confidently and use their imagination. The childminder extends children's vocabulary and teaches them new words during their play, such as, naming pictures in books and encouraging children to copy and repeat. Children thoroughly enjoy books and frequently choose a favourite story, before settling themselves comfortably on the childminder's lap while she reads. The childminder is animated while reading, engaging the children, so they listen attentively and predict what might happen next. Children learn that print carries meaning as signs are evident. For example, storage boxes are labelled with words and pictures, which help the children to independently select what they would like to play with. Older children enjoy activities which focus on letter recognition and early writing skills, in preparation for their transition to school. The childminder is a good role model for children. She interacts well to help them gain confidence in their skills and to build their self-esteem. Children receive frequent encouragement and praise for their effort and their achievements. The childminder encourages children to be inquisitive and explore. They take small gardening tools outside to dig in the flower bed, squealing with delight as they find small creatures, such as worms. The childminder encourages children to examine these under a magnifying glass and refer to printed sheets showing some of the more familiar insects that they might find. This enables children to identify and name different insects. The childminder talks to the children about handling creatures carefully and children particularly enjoy helping to feed the family rabbit. Consequently, children are learning about the natural world, wildlife and to be kind and caring to animals. In addition, children take part in activities such as planting and growing, making bird feeders or looking at and noting the changes to bushes in the childminder's garden, learning about the seasons in a year. The childminder successfully builds on children's interests and imaginative ideas. For example, she helps them to turn a pop-up house into a princess castle, finds dressing up materials to support children's play and joins in when invited. Children are naturally creative, enjoying opportunities to paint, draw, chalk, stick and junk-model. They explore different malleable materials, creating with dough or feeling the textures of different dry materials such as rice and lentils. Children's developing independence is very well supported. They learn to dress themselves before going outdoors, putting on boots or shoes and older children try more complex tasks, such as zipping up their coats. The childminder allows children time to try for themselves so they

become confident in managing their personal needs. Children are beginning to make friends and are eager to help each other. They clearly enjoy their time with the childminder and have formed close bonds with her, supporting their emotional development. Children 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 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, get to know 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. 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. The childminder values children's individuality and is mindful of her responsibilities to help children learn about the similarities and differences in others and respect different cultures and beliefs. The childminder acts as a good role model in the calm and positive way she approaches behaviour management. Children learn to share and take turns through her sensitive guidance, which means they play happily together. Her guidance and support helps to ensure that all children become confident and independent, so that they are well prepared for future learning as they progress on to pre-school or school.

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. However, the outdoor area does not currently provide the same richness in resources. This means that children's learning opportunities outdoors are not always maximised, to continually allow them to play and explore for themselves.

Children are learning about healthy lifestyles. The childminder generally walks older children to and from school and they regularly visit the local park on the way home. The park offers age-appropriate, physically challenging equipment, which helps develop children's large muscles and physical skills, while they enjoy the fresh air. Children regularly play outside in the childminder's garden where they have space to climb, play games, ride small wheeled toys, play imaginative games in the playhouse, chalk and dig. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she teaches safe road crossing practices while walking home from school with the children. 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. Mealtimes are social occasions where younger children learn to feed themselves and good table manners are

encouraged. The childminder ensures that children acquire important skills, such as listening and following simple instructions, concentrating and self-care through tasks, such as, helping tidy up and prepare their snacks. Good personal hygiene practices are reinforced through the everyday routine. The childminder gets to know the children well, sensitively responding to their moods and actions. For example, she knows when children become tired and provides quieter activities, such as story-time so children can rest and relax. Quiet, comfortable space is available for children who need to rest or sleep, so that children's well-being is actively promoted.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, to ensure that children are safe and feel secure. She has a good 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 copies of her policies and procedures, when their children start attending her setting. Appropriate checks on adults are carried out to safeguard children and their welfare is closely monitored. The childminder ensures that documentation is completed accurately and that the required information is readily available so she is able to protect children. The childminder helps to protect children from harm by ensuring that her home is safe and completing regular risk assessments for all areas used by the children, as well as, prior to any outings. Children are well supervised and the childminder ensures that her doors and gates are secure, which keeps children safe.

The childminder takes her role in caring for and teaching children very seriously. She reads and undertakes research to provide her with additional knowledge to support her work, attends relevant training and links with other childminder's to share good practice. Furthermore, she has sought the advice of other professionals, particularly while developing her knowledge of how to precisely assess and track the progress children are making in her care, so she can plan activities that are well targeted to meet children's next step for learning. The childminder 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. Consequently, the quality of teaching is good and children are making good progress while in the care of the childminder.

The childminder continually reflects on her practice. She is honest and diligent in her evaluation of her work and provision, is able to identify her strengths and talk clearly about the areas she would like to develop further. For example, her plans to develop the garden, aware of the benefits this will provide for children in her care in the future. Parents' views about the childminder's service are regularly sought and the most recent testimonials 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. 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. This helps children to view their entry into school with confidence. Relationships with parents are very positive. Information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Therefore, children in this setting have a positive experience, supported by good teaching that forms a good base for continued well-being, learning and development.

### **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>	EY461104
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	954869
<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>	4
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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