

Inspection date	09/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 quality of teaching is good. The childminder listens well and skilfully questions children during activities to improve learning.
- Children make good progress because activities are planned which promote their next steps in learning.
- The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise if a child is at risk of abuse. She knows what to do if she is concerned, in order to safeguard the welfare of children.
- Partnerships with parents are effective as the childminder is committed to working with them to ensure continuity of care and learning for children. Children feel safe and secure in the childminder's care as she provides a welcoming environment for them, where they have consistent boundaries and familiar routines.

It is not yet outstanding because

- There is scope to improve routine activities, such as snack and lunch time, to develop children's independent and self-care skills.

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 compulsory part 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 childminder's lounge/dining room.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at activity planning, children's learning journey records, the provider's self-evaluation form, training certificates and a selection of policies.
- The inspector did not see any parents during this inspection but took account of parents' comments detailed in parent evaluation surveys.

Inspector

Karen Harris

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner, father and two children aged six and three years, in Hethersett, Norfolk. Most of the bungalow, with the exception of the bedrooms and family bathroom, are used for childminding. There is an enclosed garden for outdoor play. The childminder collects children from the local schools and pre-schools. The childminder holds a relevant childcare qualification at level 3.

There are currently 10 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- create opportunities to extend routine activities, such as snack and lunch time, to develop children's independent and self-care skills.

Inspection judgements

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

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 both through verbal discussions and by completing an 'All about me' form on behalf of their children. This gives the childminder an idea of children's likes, dislikes, interests, fears and what they may need help with. From this, she is able to effectively plan suitable activities that children enjoy. The childminder shows a clear understanding of how children learn and progress and tracking systems are in place to highlight the progress children are making, in order to identify any gaps in children's learning. The childminder regularly observes children during activities. These observations and tracking documents are used to identify the next steps in the children's learning. The childminder shares a wide range of information with parents about children's progress and the activities, which they have enjoyed. Each child's learning journey record is also freely available for their parents to read. Records demonstrate that children are working comfortably within the expected developmental band for their age.

The quality of teaching is good. The childminder listens to and skilfully questions children during activities to improve their learning. For example, she asks 'what's happened there?' while children push trains along the track towards the crane. The childminder recognises

that the concentration span of younger children is short and readily changes activities in response to this. She provides a good balance of adult-led and child-initiated activities, which have depth and breadth across all areas of learning. They provide interesting and challenging experiences that meet the needs of the children. For example, children enjoy pulling different shaped objects out of a large bag and correctly match them to pictures of shapes on a poster.

Children are developing a good range of skills for the future. For example, toys and resources are stored well to enable children to develop independence in the selection, carrying out and returning of resources. Children's communication and language development is well supported, ensuring that they develop the skills they need in readiness for school. The childminder is actively engaged in children's play and encourages children to talk about what they are doing as a matter of routine. She makes links with their home lives, promoting the use of number language, for example, chatting about what time they go to bed when looking at the numbers on a toy clock. The childminder carefully repeats and models their language and she encourages children to extend their vocabulary through effective questioning. For example, when playing with the train track the childminder counts the number of carriages with the children. They are encouraged to count along with her and, with adult support, they confidently count up to six.

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

The childminder provides a homely environment, which is very much child-led, where children's emotional well-being is well supported and nurtured. 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. She is attentive to the children's needs and takes time to help them to settle. For example, children are provided with their favourite toys and resources upon arrival. The settling-in process supports them to build close attachments and to feel safe and secure, ensuring smooth transitions from home to the setting. Children are happy and content and they involve the childminder in their play and enjoy cuddles and sharing books together. The childminder has a positive attitude and provides some resources to promote diversity, for example, small world play figures, books and puzzles. The childminder supports children appropriately in their transitions, preparing them for their next stages in their learning. For example, she communicates well with parents to provide a smooth transition between the children's home and her home. She also promotes children's confidence in meeting other adults and children, by taking them to community groups. Younger children become familiar with the 'big school' that they will eventually attend, when they go with the childminder to take and collect older children from school.

Children's behaviour shows that they feel safe in the setting. The childminder is a good role model and provides clear guidance for children about what is acceptable behaviour. The childminder uses effective strategies to support children to understand boundaries and simple house rules. Children are supported in a manner that is appropriate to their individual stages of development. For example, children are reminded to use 'kind words' and the childminder actively praises children when they take turns and share favourite

toys. Children are encouraged to develop an awareness of keeping safe as they learn about road safety when out and practise the emergency evacuation drill regularly.

The childminder encourages children to adopt aspects of a healthy lifestyle. Children are provided with good opportunities to experience fresh air and exercise on a daily basis, when they walk to and from nursery and the local school to collect other children. Meal times are planned effectively to fully respect children's individual dietary needs. Healthy options are offered at snack time, such as pears, bananas and satsumas and fresh, iced drinking water is readily available. This ensures that children are sufficiently hydrated throughout the day. Consistent routines are followed. Children are confident within the setting and show clear familiarity with routines. For example, they help tidy away resources and know that after lunch they get ready to go to nursery. This promotes a good sense of belonging. Children are learning to have ownership of their health and well-being. For example, they are prompted to wash their hands at appropriate times, ensuring their self-care skills and health are further enhanced. However, during routine activities, such as snack and lunch time, children have fewer opportunities to further extend their independent and self-care skills. For example, children do not routinely pour their own drinks or help to prepare their own snack.

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

The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise if a child is at risk. She knows what to do if she is concerned, in order to safeguard the welfare of children. The childminder promotes the health and safety of the children in her care. For example, documentation, such as daily registers for children attending the setting are in place, which parents sign. The premises are safe and secure; children cannot leave unattended and unauthorised persons cannot gain access. The childminder carries out visual risk assessments to identify any hazards in the setting. For example, games with small parts are removed from the lounge before any young children attend the setting. The childminder ensures that children are supervised at all times and regularly checks on sleeping babies. She understands the safeguarding and welfare requirements of the Early Years Foundation Stage and ensures that she works within her ratios at all times.

Self-evaluation procedures are developing well in order to identify the setting's strengths and areas for development and to help plan for future improvement. Support is proactively sought from outside agencies, such as Childminding Matters. This has enabled the childminder to enhance her setting by gaining a greater understanding of all areas of the Early Years Foundation Stage. Parental questionnaires are issued to ensure that parents have a formal opportunity to put forward their views. Their responses indicate that they are very satisfied with the care their children receive. The childminder has a relevant qualification at level 3 and demonstrates a strong drive for continuing her professional development. For example, she has identified specific courses she would like to attend in the future, such as business management and behaviour management. This means that she demonstrates a strong capacity for acquiring new knowledge and understanding and continues to build on the existing good quality provision for children.

Partnerships with parents are effective as the childminder is committed to working together with them to ensure continuity of care and learning for children. They are kept well informed both by written information and daily verbal communication. Some children in the setting attend other early years settings. The childminder is aware of the importance of working in partnership with others who provide care and learning for the children. She routinely passes messages on from parents or the staff when she collects or drops off the children. This means that there is continuity in children's care and learning and any concerns about children's well-being or development can be quickly identified and managed. The childminder hopes to develop partnership working further by making links with other childcare professionals in the area to share ideas and to reflect on her practice.

The Childcare Register

The requirements for the compulsory 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	EY464188
Local authority	Norfolk
Inspection number	927960
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	10
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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