

Inspection date	02/06/2014
Previous inspection date	09/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children have good emotional attachments to the childminder. They feel safe, happy and settled in this warm, welcoming and stimulating childminding setting.
- The childminder has a good understanding of how children learn. The quality of teaching is good and she plans an interesting and stimulating range of activities to support children's individual learning and development needs. As a result, children make good progress towards the early learning goals.
- The childminder supports the promotion of children's communication and language skills well. She encourages them in conversation and actively listens to what they say, effectively supporting them to become confident communicators.
- The childminder is committed to her own professional development. She is currently working towards a relevant qualification at level 3, to help develop her childcare skills and knowledge, in order to better promote children's well-being and education.

It is not yet outstanding because

- There is scope to improve the partnership with parents to enable the childminder to effectively consider what parents know about their child when planning activities to promote children's developmental 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 conservatory and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of adults working with children and household members.
- The inspector looked at activity planning, records of children's learning and a sample of written policies and procedures.
- The inspector spoke to parents and looked at written testimonials.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and 13-year-old child 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 three cats and two snakes as pets. The snakes are kept in tanks in an upstairs bedroom. 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 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. 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 further improve the quality of the early years provision the provider should:

- enhance opportunities for parents to be further involved in their children's learning in the childminding setting and at home, for example, by encouraging them to contribute to their knowledge of what their child can do and involving them in the planning of their child's learning.

Inspection judgements

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

The childminder knows the children well and talks confidently about their interests and where they are in their learning and development. She gathers useful information from parents when children first attend the childminding setting. This helps her to establish starting points in children's learning and means that she is quickly able to plan activities that build on what they already know. She continues to observe children as they play and assesses her observations well, to identify where children are in their learning. She tracks children across the seven areas of learning and regularly reviews their progress. Records show that children are working comfortably within, or above, the expected development band for their age and observations of children at this inspection support this. Parents occasionally take written records home to look through. However, there is scope to improve how parents are encouraged to contribute what they know about their child's achievements, in order to fully promote the two-way sharing of information to enhance planning for children's learning. The childminder is aware of the importance of the progress check for children aged between two and three years. She shares her findings with parents.

The childminder plans suitably challenging and stimulating activities that children enjoy. As a result, children are motivated to learn and are supported to acquire the skills they need to be ready for the next stage in their learning, such as moving onto school. Younger children confidently explore the environment, knowing that the childminder is nearby. Children readily seek her out to share play experiences. The quality of teaching is good and the childminder is actively engaged in their play. For example, she joins children at the water tray and talks to them about sinking and floating. Children explore whether individual items float or sink and confidently predict what they think will happen. The childminder extends this by talking to children about why some things float and others do not. She gives children time to explore and investigate and asks questions to challenge their thinking. Children play imaginatively, based on their own experiences. They use the wooden knife and pretend 'cutting fruit', which are made up of 'slices' connected with hook and loop tape. They handle the knife carefully and share the pieces of 'fruit' with others.

The childminder recognises the importance of promoting children's communication and language skills. She introduces single words to younger children and repeats words after them, so that they hear the word pronounced correctly. Children hear language and conversation all of the time because the childminder talks to them about what they are doing, their routines and activity suggestions. She actively listens to what children are saying. Older children demonstrate an extensive vocabulary and readily initiate discussions with the childminder and each other. The childminder provides opportunities for children to make marks. She talks to them about what they have drawn. Older children draw recognisable faces and talk confidently about drawing a circle to represent the head. Younger children are encouraged to name facial features and readily point to their own nose, eyes and mouth. The childminder suggests to older children that they write their name on their artwork. They write recognisable letters.

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

Children are happy and settled because the childminder provides a warm and welcoming environment in which their individual needs are met well. She finds out about established routines, through discussion with parents and continues these, to promote continuity of care and support children to develop a sense of belonging. Effective settling-in processes are followed, that are tailored to the unique needs of each child and parent. Parents' comment that they particularly value that on their initial visits, the childminder is 'all about the child and their needs; long before any discussions take place about fees or contracts'. As a result, relationships with parents are strong and their confidence in the childminder helps children to settle quickly.

Children demonstrate very good emotional attachments with the childminder and feel safe with her. They confidently go to her for support and reassurance, or just for a cuddle. The childminder is a very good role model. She treats children with respect and positive regard, helping them to play well together, share toys and learn about what is acceptable behaviour. She supports children to think and talk about their behaviour and the impact it may have on others. For example, they talk about how throwing toys may result in someone getting hurt. Consistent ground rules support children to know what is expected

of them. The childminder values and places meaningful praise on good behaviour and individual efforts. Children develop the necessary skills, which helps them embrace new experiences with confidence, such as moving onto nursery or school. Their emotional well-being is supported well by the childminder and she provides stimulating learning environment in which they feel secure and are confident to express themselves. Children benefit from a wide range of age-appropriate toys and resources, to support their learning and development. Toys are stored well, so that children can choose what they want to play with.

Children learn about the importance of good hygiene because the childminder promotes this aspect of their learning well. They understand the importance of washing their hands before eating and confidently talk about 'getting rid of the germs, so that they do not go in our tummies'. Nappy changing procedures are effective, to reduce the risks of cross-infection and ensure that children are kept comfortable. Fresh drinking water is available at all times, helping children to stay hydrated. The childminder provides healthy snacks and parents provide packed lunches for children who stay all day. Children's awareness of a good health is further promoted because the childminder talks to them about healthy eating. She promotes an active lifestyle, encouraging children to be outdoors. They learn about road safety and confidently talk about the need to stop at the kerb when crossing the road, look and listen for traffic and not cross until the childminder tells them it is safe to do so.

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

The childminder fully understands her responsibilities to safeguard the welfare of children. She has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is at risk. She has recently attended further child protection training, in addition to the basic training as part of the introduction to childminding course. As a result, she has a good understanding of what to do if she is concerned that a child is being abused or is at risk, in order to ensure that she safeguards their welfare. This is a re-inspection as a result of a previous 'inadequate' outcome. An inspector carried out a monitoring visit and judged that the childminder had made sufficient progress to be re-inspected. The childminder has thoroughly reviewed her risk assessments, including the procedures for ensuring that children remain in her sight and/or sound at all times, for example, when using local supermarket car parks. The childminder has also tightened her risk assessments for when children participate in creative play activities and now has more rigorous procedures for checking the safety of the environment in which younger children play. This means that children are kept safe at all times when indoors, outdoors and on outings.

The childminder understands the requirements of the Early Years Foundation Stage, to ensure she is able to work within the framework and meet her legal duties. She is committed to continuous improvement and evaluates her childminding practice effectively, to identify her strengths and areas for development. An action plan is in place that is challenging but achievable. The childminder reviews the actions that she takes, to judge the impact on children. She also reflects on any training that she has attended. For

example, she has recently attended a course about two-year-olds and she is considering how she can implement what she has learned into her childminding setting. The childminder is enthusiastic about her own professional development. She is currently working towards a relevant level 3 qualification.

The childminder demonstrates a strong commitment to working in partnerships with parents, to ensure continuity of care and learning for children. She seeks their views through discussion and more formal means, such as written questionnaires. Policies and procedures are shared with parents, enabling them to make informed choices about their children's care. She keeps them informed through daily written and verbal communication. Parents' report that the childminding setting is a 'lovely relaxed atmosphere, a real home-from-home'. They feel safe and confident to leave their children with the childminder and are confident that she always puts the children's needs first. Parents' value that she offers a flexible childminding service. Most of all they value that she not only cares for their children but is concerned for the whole family, offering strong support and care in times of crisis. Parents' state that the childminder 'does a fantastic job' and would not hesitate to recommend her to others. The childminder has established effective partnerships with others who provide care and learning for the children. This ensures that children's individual needs are met and concerns about their well-being or development can be quickly identified and managed.

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	965391
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	09/12/2013
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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