

**Inspection date**

23/06/2014

Previous inspection date

05/05/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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's learning is purposefully promoted as the childminder has a secure knowledge and understanding of how children learn, through supported child-led play and free exploration. The childminder effectively adapts her teaching, to ensure activities are tailored to meet the needs of each child.
- The childminder takes positive steps to safeguard children, ensuring her premises are safe and children are learning to keep safe through everyday activities and outings.
- Children show a good attachment to the childminder and enjoy sharing their activities with her. Older children meet their self-care independently, which helps to prepare them for school.
- The childminder develops professional working partnerships with other providers. This enables information to be shared effectively to benefit the children and helps meet each child's unique care and learning needs.

**It is not yet outstanding because**

- There is scope to strengthen the links with parents, so that they routinely share details about what children are learning at home, so this can be taken into account when planning activities, to extend children's learning even further.

## 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 the garden, as well as accompanying the childminder on the journey to collect children from nursery.
- The inspector observed an activity in the garden and discussed the aims and the learning intentions with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and viewed her 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 information included in the childminder's own parent survey.

## Inspector

Lindsey Cullum

## Full report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in Fakenham, Norfolk. The whole premises, with the exception of two bedrooms upstairs are used for childminding. There is an enclosed garden for outdoor play. The childminder attends activities at the local children's centre and collects children from the local schools and pre-schools. There are currently 15 children on roll, 10 of whom are in the early years age group and attend part-time and five are school-age, attending before and after school or during the school holidays. The childminder cares for children Monday to Friday, from 6.30am to 7pm, 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:

- strengthen opportunities for parents to contribute more information about what their children do at home and use this shared knowledge to plan together and think through ideas of how to move children even further on in their learning.

## Inspection judgements

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

Children thoroughly enjoy themselves and make good progress with the childminder because she is very enthusiastic and is skilled in her teaching. Her secure knowledge and understanding of how children learn and make progress, means that activities and experiences are imaginatively planned, capturing children's interest and curiosity to explore and initiate their own learning. For example, children learn about the world around them as they dig in soil, find small insects and play with water or sand. Planned activities, such as observing the development of tadpoles into frogs, caterpillars to butterflies and making bird feeders from collected pine cones, further promote children's interest in the natural world. The childminder adeptly promotes children's involvement and purposeful learning. She interacts very well with them and clearly understands their differing abilities and ways of learning. For example, she demonstrates how to operate a hand-held toy so it pops out small balls, offers children time to try themselves and supports those who struggle, so that each child is able to successfully have a turn. The childminder builds on this by counting '1,2,3, go' so that older children listen and follow instructions. Consequently, children are developing their physical skills, beginning to count and learning good social skills as they join in activities together.

The childminder acknowledges children's early attempts in speaking. She supports them well by giving them lots of eye contact, repeating words back to them and providing a running commentary as children play. New words are introduced, for example, as

children's balls go into the football net she shouts 'goal', so children copy and cheer as they are successful in scoring. This helps children's emerging language skills and to become confident in using language. Children's love of books and stories is well fostered. The childminder carefully chooses interactive books, such as those with puppets, to engage the younger children. She is animated as she reads, involving children in the story and they listen avidly while she reads. Therefore, story-time is enjoyable and supports children in developing their early literacy skills. Children thoroughly enjoy experimenting and exploring. They play with small ducks in the water tray and have fun splashing. Children experience different textures as the childminder fills a large tray with materials, such as cornflour and water mix. Opportunities for children to be creative are provided both indoors and outside. For example, children access chalk and painting boards in the garden, while activities are planned inside, such as turning a large cardboard box into something for children's imaginary games.

Children demonstrate that they are developing good skills to aid their readiness for the next steps in learning, such as starting nursery or school. The childminder 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 supported well. Children select toys they would like to play with, moving freely around the play areas as they initiate their own play. The childminder allows older children time and space to play without intervening unnecessarily. This allows children opportunities to discover things for themselves. However, she is nearby to offer support and guidance as necessary. The childminder makes good use of community groups so children have opportunities to socialise with their peers, particularly before older children move on in their learning. Purposeful outings, such as to the local wildlife park, provide additional learning activities for children, particularly around different topics.

The childminder keeps well-presented records of the children's activities and achievements over time. She gathers information from parents when their children first start about their routines, interests and individual needs, to help children settle quickly and assess their starting points. Observations of the children are well documented and used to track children's learning effectively across all areas of learning. This means the childminder is able to plan challenging activities according to each child's individual needs and interests. The learning records and any summative assessments are shared with parents, which provides them with details of how their children are progressing. However, there is scope to build on the strategies to strengthen parents involvement in their children's learning. For example, by obtaining information from parents about what their children have been doing at home, to further support the learning process.

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

Children enjoy warm relationships with the childminder. She obtains useful information from parents prior to their children starting with her. This ensures she is fully aware of children's individual needs, abilities and preferences, to help children make a smooth transition between home and the childminder's care. New children settle quickly as valuable time is taken to get to know them well during settling visits and children become familiar with their new surroundings. Comforters are easily available and this contributes

to children feeling secure. The childminder has created a welcoming, homely environment for the children, both inside and outdoors. From an early age, children's independence is promoted and they are encouraged to make choices and decisions, such as when they want to play outdoors or what they would like to play with. As a result, children are well-motivated to explore and actively engage in their learning.

Children are learning to treat each other with respect. For example, clear explanations and boundaries help children learn right from wrong. Children learn to share and take turns under the childminder's guidance, which means they play happily together. Outings to age-appropriate groups, help children to develop confidence in group situations. This, along with children's ability to communicate well with other children and adults and their growing independence, means that children are well prepared for transitions, such as starting nursery or school.

Children are learning about healthy lifestyles. They have space to run about, ride small wheeled toys and play games in the childminder's garden, benefitting from the fresh air and exercise this environment provides. Alongside this, children frequently visit the local park and go on walks, learning that exercise can be fun. Children's dietary needs and preferences are well known. Any meals provided by the parents are stored appropriately. Snacks and meals are eaten together and children are encouraged to eat healthily. The childminder understands that sleep and rest are important. She organises her routine to meet children's individual needs and works closely with parents to ensure that routines are followed that are consistent with home. As a result, children are able to sleep comfortably according to their needs. This contributes further to the continuity of care between the children's parents and the childminder. Children's understanding of safety is promoted during the routine of the day. For example, gentle reminders ensure that younger children learn how to handle toys safely. Children are able to practice their physical skills and take supervised risks in their play, such as climbing the slide or learning to balance. Younger children learn to walk and happily toddle around the garden. Outings with the childminder, help children learn about road safety and older children demonstrate they know the rules that help keep them safe from traffic.

### **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 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 present, to protect children. Risk assessments are completed for the home, outdoors and outings that children take part in. These successfully identify dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure. The childminder provides an

stimulating, child-focused environment, where children enjoy their learning, grow in confidence and are well-prepared for the next stage in their learning as they move on to nursery or school.

The childminder takes her role in caring for and teaching children very seriously and demonstrates a strong commitment to improving her practice further. She has successfully addressed the recommendations made during the last inspection, having developed 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 meets with other childminders and childcare practitioners to share good practice and keep up-to-date with changes to childcare practice. Consequently, the quality of teaching is good and children are making good progress while in the care of the childminder. Self-evaluation and improvement planning are consistent, accurate and effective in bringing about future improvement. Parents' views are sought through questionnaires about the childminder's services and through daily discussions with parents and children. This helps the childminder when considering the ways in which she can plan to make further improvements to her provision in the future. Parents responses in the questionnaires are very positive and they particularly comment on the range of imaginative activities and exciting outings enjoyed by their children, how happy and settled their children are, as well as the good progress their children are making while attending the setting.

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. The childminder is very aware of partnership working to secure support for children with identified needs and understands the need to work with other professionals to ensure early intervention, if necessary, so all children's needs are effectively met. She works very closely with practitioners in the local children's centre, so is able to signpost parents to appropriate support agencies, should the need arise. Furthermore, the childminder understands how to work with key persons when children attend other settings, to ensure continuity for the children in their care, learning and play. There are good links with the local school. The childminder familiarises younger children with the school as she delivers and collects older children and she attend events in the school with the younger ones. This helps children to view their future entry to school with confidence. The partnership with parents is strong. They appreciate the time the childminder spends with their children and the information that she provides about the children's daily routine, activities and progress.

### **The Childcare Register**

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

## 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>	256016
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	876571
<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>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2009
<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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