

Inspection date	30/05/2014
Previous inspection date	25/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Warm, caring relationships are established between the childminder and the children. As a result, children are happy, settled and behave very well in this welcoming childminding setting.
- The childminder has a good understanding of how children learn. Children make good progress in their learning and development because activities are planned which promote the next steps in their learning and good teaching supports their progress.

It is not yet good because

- Documentation is not robustly maintained, to ensure that the legal requirements of the Early Years Foundation Stage are consistently met. Accidents are not always recorded and the hours of children's attendance are not accurately maintained. It is not clear which children are present at any one time.
- There is opportunity to further promote children's awareness of good health routines.
- There is scope to improve opportunities for parents to be actively involved in their children's learning in the setting and at home, to further 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 lounge, the dining room/kitchen 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 selection of policies and records.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children, aged six and four years in a house in Dersingham, Kings Lynn. All rooms in the childminder's home are used for childminding purposes and there is an enclosed garden for outdoor play. The childminder attends a local toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminding service is offered all year round from 7am to 6pm, Monday to Friday, and occasionally, some Saturdays and bank holidays. The childminder has a relevant childcare qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain the attendance register, to accurately record the hours of children's attendance
- keep a written record of all accidents or injuries and first aid treatment administered.

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

- enhance opportunities for parents to remain involved in their children's learning in the setting and at home, by encouraging them to continue to share what they know their child can do and involving them in the planning of their child's learning
- enhance children's awareness of the importance of routines to promote good health, with regard to wiping the table before serving food at snack and mealtimes.

Inspection judgements

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

The childminder gathers useful information from parents when children first attend the childminding setting. This helps her understand children's starting points, their interests, likes and dislikes. She maintains a record of observations for each child, using photographs and written evidence. These are analysed effectively to identify what children can do and what they need to do next to make progress. The childminder plans a varied

and stimulating range of activities, which draw on children's interests and needs. She has a good understanding of how children learn and supports all children to make good progress through child-initiated and adult-led activities and effective teaching. She supervises children effectively, ensuring that their individual needs are met. Older and younger children play well together, learning from each other and respecting each other's needs. For example, they help each other to fill the large trailer with sand and share the spades without prompting, to allow all children to have a turn. Children's physical skills are promoted well. Outdoor play is encouraged and the childminder provides daily opportunities for children to experience fresh air and exercise. A good range of outdoor equipment is provided and children confidently climb and throw, kick and catch balls. Children are taken on outings into the local community, and go to places of interest, such as toddler groups, forest walks and trips to the park where they can further develop their physical skills.

Children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning. Their developmental progress is monitored effectively, to ensure that they are working within the typical range of development expected for their age. The childminder is aware of the progress check completed between the age of two and three years. There are currently no children roll for whom it is necessary to carry out this check. Parents have regular opportunities to see written records about their children and the childminder talks to them daily, to discuss what children have been doing and their developmental progress. However, there is scope to improve opportunities for parents to continue to be involved in their children's learning in the setting and at home, in order to fully promote the two-way sharing of information to enhance planning for children's learning.

The childminder is aware of the short concentration span of younger children and responds well to this, readily changing activities to support their interests. She recognises when to step back and allow children to explore toys and resources independently, but is on hand to support them and engage in their play. For example, she supports children to play imaginatively, based on their own and imagined experiences. When playing with role-play food and utensils she supports children to feed the baby dolls, and choose toppings for the cakes. Children actively seek out others to share play experiences, such as pretending to feed each other with the play food and working together to build a hotel in the sand. They are confident communicators, talking to each other about what they are doing and cooperating to extend their games. The childminder encourages them in conversation and supports them in developing their vocabulary. Younger children use simple sentences of two or three words and the childminder repeats words back to children so that they can hear them pronounced correctly.

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

Children are supported to settle in the childminder's home. Settling-in arrangements are agreed with parents and include weaning children into the childminder's home through regular visits before formal childminding arrangements begin. As a result, children feel safe with the childminder, are happy, settled and have very good emotional attachments with her. They confidently go to her for support with activities or just for a cuddle, and

feel confident to say 'I love you' to her. Children's self-esteem is supported well. Good behaviour and individual efforts are praised. Children behave very well and show good respect for each other's needs and feelings. The childminder cares for a varied age range of children. The older children show good care and concern for the younger ones and engage them in their play. Even very young children seek out others to share play experiences.

The childminder talks to parents about young children's established routines for sleeping and feeding. She continues these routines, to promote continuity of care and help children develop a sense of belonging. The childminder does not, however, fully assure children's well-being because she does not always implement some welfare requirements for recording important information about accidents and who is present or not. In spite of this, there is a warm, welcoming and stimulating learning environment in which children are secure and confident to express themselves. They benefit from a wide range of play materials to support their learning and development and the childminder treats children with respect and positive regard. As a result, children develop the necessary skills which helps them embrace new experiences with confidence. She supports children well, to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school.

Children are supported to manage their own personal hygiene needs, including washing their hands before eating. Children sit at the same table to eat that they use for art and craft activities. However, the childminder does not routinely wipe the table before children sit to eat, to promote good health routines and ensure that surfaces are clean and hygienic for use. A varied and balanced diet is encouraged and children are helped to make healthy choices about what they eat and drink. Each child has access to a drink that is kept readily available. They are encouraged to drink regularly, to prevent them from becoming thirsty or dehydrated. There are good arrangements in place to help children learn to keep themselves safe through everyday routines and discussions. The childminder reminds children how to use outdoor equipment safely, such as supporting younger children to hold on to the rails as they climb the steps to the slide. Outdoor play is promoted well and children have daily opportunities to be outdoors.

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

The childminder has a good understanding of the signs and symptoms of abuse. She knows what to do to report concerns, in line with Local Safeguarding Children Board guidelines. Risk assessments are carried out, to identify hazards and the steps needed to keep children safe. Risk assessments are also in place for transporting children in the car. The childminder uses appropriate car seats and restraints, relevant to the children's age. The childminder offers overnight care for children. She ensures that children's privacy and dignity are respected and sleeping children are checked regularly. Appropriate emergency evacuation procedures are in place, ensuring that children's well-being is protected in an emergency. The childminder has a relevant paediatric first aid certificate and there are suitable arrangements to manage accidents in the setting. This ensures children receive appropriate treatment. However, not all accidents are recorded, to meet the legal

requirements of the Early Years Foundation Stage and the requirements of the Childcare Register. This also has an impact on her ability to ensure good support for children's well-being.

All documentation necessary for the safe and efficient running of the childminding setting is in place. However, although the childminder maintains a register of which children attend each day, the register is not accurate, to ensure that their hours of attendance are recorded. Therefore it is not possible to identify, from looking at the register, which children are present at any one time. This impacts on children's safety and is a breach of the requirements of the Early Years Register and the Childcare Register. Policies and procedures are shared with parents, to enable them to make informed choices about their children's care. The childminder demonstrates good relationships with parents. She keeps parents informed through daily discussion and seeks their views more formally through occasional questionnaires.

The childminder is committed to continuous improvement. She reflects on each day, to identify what has gone well and what has not, identifying her strengths and areas for development through completing a self-evaluation form. This helps her to plan for improvement and her daily reflections ensure a positive impact on children. The childminder monitors the quality of teaching and learning, to ensure that children's individual needs are met. She is aware of the importance of working in partnership with others who provide care and learning for the children. She has children on roll who are new to her setting who also attend a local nursery. Partnerships are beginning to be established, so that any concerns about a child's well-being, learning or development can be quickly identified and managed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a written record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a written record of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register).

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	EY450215
Local authority	Norfolk
Inspection number	972279
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	11
Name of provider	
Date of previous inspection	25/03/2013
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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