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| Inspection date | 29/08/2014 |
| Previous inspection date | 03/09/2013 |

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| 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

- Teaching is good because the childminder understands the different ways in which children learn. She provides activities and resources that promote their interest and curiosity and this results in children making good progress in their learning, given their starting points.
- Warm, caring relationships are established between the childminder and the children, as a result of the childminder's effective practices for settling children and building strong bonds. Consequently, children have good emotional attachments with the childminder and are happy and confident in her care.
- The childminder provides a very child-centred, stimulating environment, which encourages children to be curious and independent in their play. They frequently go on outings with the childminder, which enhances learning opportunities further.
- The childminder has developed strong and trusting partnerships with parents. They value the time she spends with their children and appreciate the information she shares with them about their children's development and welfare.
- The childminder demonstrates a high level of commitment to continuously evaluating and improving the quality of her service.

It is not yet outstanding because

- Parents are not consistently offered sufficient information about how they can extend learning at home and thus actively support children's continuous development.

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 playroom 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 and viewed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through testimonials, comments included in their children's assessment records and information gathered as part of the childminder's own parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and 14 years, in Thorpe St. Andrew, Norwich. Children use a playroom on the ground floor, and bedrooms on the first floor for daytime sleeping. There is a fully enclosed area for outside play. The family has a dog. The childminder attends a local childminder group and visits the shops and local play area on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children Tuesday to Friday, from 7.30am to 5.30pm, all year round, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the sharing of information with parents, for example, by offering more information about how they can further extend children's learning 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. She regularly offers children the chance to choose what they would like to do and does not define how they should play. For example, they ask to construct a balance beam, choosing to make this as a wiggly line and experiment with different ways of travelling along. As a result, children are engaged in their own learning, grow in confidence as they achieve and cooperate well with their peers. They eagerly try to walk the beam unsupported, developing their balance and co-ordination. Regular praise and encouragement from the childminder means children continue to try even if unsuccessful the first time. Consequently, children are developing a positive attitude and are willing to have a go. If necessary, they ask for help from the childminder, who responds sensitively to their requests. The childminder enthusiastically joins in the children's play, introducing additional learning opportunities. For example, children are encouraged to count as they walk along the beam, name the colours of the bricks that they are using and talk about adding one more. As a result, they are learning simple mathematical concepts through play they enjoy. The childminder extends children's learning by questioning them and showing them how to do things. For example, when they find a butterfly in the playroom, she asks children where they usually see butterflies outdoors, to which the children knowledgeably respond 'on flowers'. The

childminder shows the children how to carefully collect the butterfly in a container, to take outdoors. In addition, she extends children's vocabulary as she explains and shows younger children what a container is. They take the butterfly outside and children eagerly point to suitable flower bushes. They watch in fascination as the childminder places the container in the bush, so the butterfly can fly away freely. As a result, children are learning about the natural world through daily interaction. In addition, the childminder plans activities that help promote children's learning about nature. For example, over time they observe the development of tadpoles and the growth of the sunflower seeds they plant. The childminder takes photographs of the changes, creating a pictorial timeline, which children refer to as they recall previous activities.

Children's communication skills are also fostered well during activities. The childminder talks to children, commenting on what they are doing and asking questions to encourage their thinking. Therefore, children develop the ability to express their ideas confidently and use their imagination. Children learn that print carries meaning, as signs are evident. For example, storage boxes are labelled with words and pictures, which help 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. Children are creative and imaginative and they enjoy the many opportunities to paint, draw, colour, stick and use a variety of malleable materials. In the garden, they enjoy role play in the outdoor kitchen, imaginatively turning it into a restaurant or shop. They dig in the large tray filled with compost, flowers and posts and pretend to make bouquets or plant flowers of their own. The childminder successfully builds on children's interests and imaginative ideas. For example, she enables their role play with dolls by providing a variety of resources, such as buggies, blankets and clothes. Children spontaneously take the dolls outside to play with them on the balance beam. They copy the childminder's good role modelling of behaviour, supporting their doll by holding its hand to help it walk on the beam. Consequently, children are learning to be caring and supportive of others. In addition, older children learn to share and play well together with friends they have made while attending the setting. As time progresses, these skills will support them well as they move on to nursery or school.

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. She 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 regularly observes children as they play and assesses their learning with reference to expected levels of achievement. This means that where there are any concerns regarding children's development, these are identified early, so the childminder is able to consult with parents and plan for any additional support required. The childminder discusses children's daily activities and routine care needs with parents or carers as they collect children. Some younger children have a daily diary in which important information to be exchanged is recorded. Parents regularly view children's assessment records and the childminder encourages them to share their views and comments. She embraces their preferences and incorporates their ideas into practice. For example, she displays her plan for forthcoming activities or outings, so that parents and children can add their own ideas or parents can request that their child be included on an outing if attending part time. However, there is still scope to provide further information,

such as ideas for activities children can do at home with their parents, to guide learning at home and maximise progress.

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

The childminder provides a homely and nurturing environment where children are confident to explore and play contentedly. The playroom is set out with a wide range of age-appropriate toys and activities, which ensures that children are able to develop well in all seven areas of learning. Since the last inspection, the childminder has stopped using the playroom on the upper level, instead using this to store further resources, so they are accessible and the childminder can add to the children's play. She also ensures that the garden is available to children and even young children confidently move between the indoor and outdoor environments. Children's independence is encouraged according to their stage of development. For younger children this includes learning how to wash their hands or feed themselves at mealtimes. Plenty of praise is offered by the childminder at these times and this prompts children to practise this skill even more.

The positive partnerships that exist between the childminder and parents are of great benefit to children. There are flexible settling-in procedures in place, where parents are invited to attend with their child and get to know the childminder, other children and the childminding environment. Consequently, children settle quickly and are happy. The childminder has a good knowledge of children so is able to support them fully and is kept up to date with individual care needs through daily communication with parents. Consequently, children feel safe in the setting. The childminder values children's individuality, and is mindful of her responsibilities to help them learn about similarities and differences in others and to respect different cultures and beliefs. She takes the children on outings locally, so they learn about the community in which they live. Furthermore, she plans celebrations and festivals throughout the year and children play with resources, which positively reflect our diverse society. Therefore, children are learning about the world around them. 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 nursery or school.

Children are learning about healthy lifestyles. They have space to run about, climb, slide and play games in the childminder's garden, benefitting from the fresh air and exercise this environment provides. There is a covered area, which enables children to play outdoors in all weathers. Alongside this, children frequently visit the local park and go on walks to see the ducks or to the woods or shops, learning that exercise can be fun. Nutritious snacks, such as fruit and plenty of water to drink are available throughout the day, to further support even the youngest children to adopt positive habits for their future good health. The childminder has a good regard for children's safety and has procedures in place to ensure they are able to play, learn and make trips out without fear of harm. Older children know the practices in place to keep them safe. For example, they learn about road safety while walking to school with the childminder. Children are able to take

some risks in their play, such as climbing or bouncing on the small trampoline, but are taught how to do this so they do not hurt themselves or others. Consequently, children are learning how to keep themselves safe.

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

The childminder has taken swift action to meet the actions set at the last inspection and those set on the more recent welfare requirements notice and notice to improve. In addition, the childminder has effectively reflected on her own practice and made significant changes to improve her provision overall. She no longer works with a co-childminder or assistant, ensures she meets the required adult to child ratios and that children are under her direct supervision at all times. The childminder has reviewed the organisation of the childminding environment and no longer needs to make the upper playroom available due to the number and ages of children attending. She has ensured that she has sufficient space in the garden for children to enjoy a range of activities. The childminder has updated her safeguarding policy, including information on the procedures she would follow to check the suitability of any person who may work on the premises in the future, the procedures she would adopt in the event of an allegation being made against her or other adults and the use of mobile telephones in the setting. Furthermore, she has established successful links with the local nursery that children attend to ensure that children receive a consistent approach to their learning. Consequently, all safeguarding and welfare requirements are now met. The childminder completes training on safeguarding, which means that her knowledge of safeguarding issues is refreshed and she knows what to do in the event of any concerns about children. 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. The childminder ensures that documentation is completed accurately and that the required information is present, to protect children. Children play in a safe environment because the childminder is conscientious about minimising any potential risks, for example, she keeps her home secure and establishes the identity of any visitors. The childminder also assesses any outings carefully to ensure that she considers any possible risks, so children are kept safe.

The childminder effectively monitors the progress that children make across all areas of the educational programme. She ensures that gaps in learning are quickly identified, so is able to draw up targeted plans, including suitable activities and experiences, to support all children to achieve their potential. The childminder reads and undertakes research to provide her with additional knowledge to support her work. She regularly meets with other childminder's and values the support of other childcare practitioners. This helps her to reflect on her own practice and to identify new ideas and ways of working to improve her practice further. Consequently, the quality of teaching is good and children are making good progress. Furthermore, the childminder frequently seeks the views of parents and children, using their feedback to help her shape future improvements to the service that she provides. Parents comment that their children are happy and keen to attend, are making good progress in their learning, enjoy a very varied range of activities and that the

environment is welcoming, relaxed and homely. Additionally, parents comment that they are supported by the childminder and feel reassured leaving their child in her care.

The partnership with parents is, therefore, very strong. Initial information from parents is highly valued and really helps the childminder to get to know children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents are kept informed about their children's routines, activities and achievements through daily diaries, text messages and verbal contact. Furthermore, the childminder enables parents to regularly access their children's assessment records and encourages them to contribute. There are good links with the local nursery and school, enabling the childminder to share information that promotes continuity of care and learning for children who attend other settings, for example, a diary is used to record activities that children have enjoyed and their progress is noted. This goes with the child between the childminder, home and nursery. The childminder familiarises younger children with the school as she delivers and collects older children. In addition, as children near school age, the childminder uses activities such as role play to talk to children about moving on to school. This successfully helps children to view their entry into school with confidence.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | 259460 |
| Local authority | Norfolk |
| Inspection number | 963013 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 03/09/2013 |
| 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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