

<b>Inspection date</b>	08/09/2014
Previous inspection date	25/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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 engage in a good range of freely chosen play experiences which enable them to explore at their own pace. The childminder's quality of teaching and interaction is good. As a result, all children make progress in their learning and development.
- Children experience good continuity in their care, learning and development because the childminder shares information with other early years settings which children attend.
- The childminder fully understands her role and responsibility in regard to safeguarding children and, therefore they are well protected.
- The childminder is fully committed to providing children with high quality care and education. She uses self-evaluation well to reflect on and evaluate her practice in order to achieve ongoing improvements.

#### **It is not yet outstanding because**

- Partnerships with parents are not fully robust to ensure that all parents share information about their children's learning and development at home.

## 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 living room and the dining room.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation, including records of children's learning, a selection of policies and the childminder's self-evaluation form.
- The inspector checked evidence of suitability of all adults living on the premises and the childminder's qualifications.
- The inspector took account of parents' comments detailed in the records of children's learning.

## Inspector

Karen Harris

## Full report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and two children aged six and 13 years in Long Stratton, Norfolk. The ground floor of the house, two bedrooms on the first floor and the enclosed garden are used for childminding. The family has a cat and a dog as pets. The childminder attends groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives funding for the provision of free early education for two-, three- and four-year-olds. 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:

- develop further the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to share information about their children's learning at home, so that this can be used to plan further activities for children.

## Inspection judgements

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

The childminder provides a good range of toys and resources, which are effectively presented to encourage the children to initiate their own play experiences. Children move confidently between the garden and areas of the childminder's home which are accessible to them. They explore at their own pace and select the resources they wish to play with. As a result, they develop good independence skills. The childminder clearly understands when it is appropriate to join in and extend children's learning or sit back and observe. For example, during a small world construction activity, the childminder joins in with the children's play. She helps to build a fire station and enhances children's awareness of number as she routinely encourages them to count during their play. Children's physical development is progressing well. Outdoors, children enjoy using the large chalk board to practise their early literacy skills and eagerly explore the sand pit. Indoors, the childminder readily provides children with materials, such as paints, pens and collage materials, to encourage their hand-to-eye coordination. The childminder is very flexible with planned activities and follows the children's agendas. As a result, children's creativity is enhanced as they develop their own ideas. The childminder promotes children's confidence in meeting other adults and children, for example, by taking them to community groups. As

a result, children's social skills are developing well. Therefore, children are developing a good range of skills for the future, such as moving on to nursery or school.

The childminder plans many enjoyable activities that stimulate children's interests and promote all areas of learning. She uses the local environment extremely well and takes children to a variety of places to offer them new experiences, such as the zoo. The childminder demonstrates a good understanding of how children learn. Teaching is good because the childminder gets down to the children's level and joins in with their play. This ensures that they can get the best from the activities provided. The childminder ensures there is sufficient time for children to create their own play and explore their ideas. This means that children are supported to become active learners. The childminder supports children's communication and language skills well, helping them to become confident communicators. She enthusiastically talks to children about what they are doing as they play and extends their vocabulary as a matter of routine. She skilfully questions children during activities to extend their understanding and learning. For example, while playing with small world toys, the childminder asks, 'What would happen if a real fire was next to a real tree?' She listens to children's ideas and extends their learning through talk. Consequently, the wide range of activities help children to make good progress towards the early learning goals.

The childminder works well with parents and carers and gathers useful background information about children when they first start. For example, verbal discussions and a 'What makes me special' form, completed by parents on behalf of their child, give the childminder ideas of children's likes and interests. The childminder observes children's play to understand what they can already do and what they need to learn next. The childminder communicates regularly with parents and other early years settings that the children also attend. This shares the learning achieved between home and the settings, and ensures that everyone is knowledgeable about how to meet individual children's needs. However, there are fewer opportunities for parents to share more information about their children's learning and development at home, so that this can be used when planning for children's future learning.

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

The childminder fully understands how to support children's well-being. She is an effective role model for children and promotes good manners. This results in a calm atmosphere, where all children are valued and respected. Children's behaviour is managed well and house rules are in place to help children know what is expected of them. The childminder routinely offers praise as she recognises children's efforts and achievements. She encourages children to be involved in decorating the playroom walls, for example, by creating a handprint tree. This good practice effectively promotes a very good sense of belonging and helps to promote children's confidence and self-esteem. The childminder emotionally prepares children for next stage in their learning. For example, she talks with children about changes that are going to happen. Children also become familiar with other settings when they walk to and from the nursery and primary school to collect other children. As a result, their confidence is developing in new situations.

The childminder provides a welcoming, homely environment, which is very much child-led. She ensures that settling-in procedures are effective in helping children to feel secure. For example, parents share detailed information about children's needs and home routines. The childminder organises her day to meet children's individual routines. As a result, their care needs are effectively met. The childminder knows the children she cares for very well. Children have built a warm and trusting relationship with the childminder, they are happy and enjoy spending time in her care. They seek out the childminder for reassurance and support when they need it. This shows that children are very comfortable in their environment, and as a result, feel safe and secure.

The childminder encourages children to adopt aspects of a healthy lifestyle. For example, they enjoy playing outside and this is promoted daily. This means that children are developing a good understanding of how to keep themselves healthy through regular exercise and fresh air. The childminder provides healthy snacks, such as fresh fruit and raisins, to promote children's consistent understanding of healthy eating. Children's individual cups are kept readily available to ensure that they do not become thirsty or dehydrated. Children show a good understanding of safety. For example, they understand the need to sit when they eat and they learn about road safety rules when out. They practise the fire evacuation procedure regularly. Therefore, they are fully aware of the procedure to follow in an emergency, which helps them to take responsibility for their safety. Children are developing their self-care skills well. For example, they independently wash their hands before eating and after using the toilet. Children learn about the wider world and to respect people's differences as they play with toys and look at books that promote positive images of all people in society.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. This enables her to support children's learning and to implement the safeguarding and welfare requirements effectively. The childminder monitors her practice and has a good knowledge of children's individual progress towards the early learning goals. She has a clear understanding of her duty to protect children from abuse. She has attended child protection training and knows the procedure to follow should she have a concern about a child in her care. The childminder organises her provision well. For example, accurate records and procedures are in place to record accidents, incidents and the administration of medication. The childminding premises are safe and secure. The childminder has risk assessments in place and carries out daily checks for the premises, equipment, activities and any outings. This ensures that any hazards to children are minimised and helps keep children safe in her care. As a result, children can play and learn in safety.

The childminder is fully committed to providing children with high quality care and education. She regularly reviews her setting in order to identify areas for future development and she has completed an Ofsted self-evaluation form. The childminder makes improvements accordingly, and as a result, continues to further improve her current good practice. The childminder has addressed most of the recommendations raised in her last inspection, such as improving the risk assessment process. The

childminder plans purposeful and developmentally appropriate activities which challenge and motivate children.

The childminder has a good working relationship with the parents of the children she cares for. She communicates with them on a daily basis, to share information about their children's day. The childminder has clear policies and procedures to aid the smooth running of the setting. These are discussed with parents as children start, to ensure that they have a shared understanding of the way in which the childminder works with children. Some children attend other early years settings. The childminder is aware of the importance of working in partnership with others who also provide care and learning for the children. She has developed good links with the other settings children attend and regularly shares information, to promote continuity. This supports good practice and the sharing of ideas. As a result, any concerns about children's well-being or development can be quickly identified and managed. The childminder is fully aware of how to access help should she have any concerns about a child's development.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY231569
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	872524
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/11/2008
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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