

## Inspection date

Previous inspection date

16/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has good teaching skills and a thorough knowledge of the Early Years Foundation Stage. She understands how children learn and supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them well motivated.
- The childminder is well organised and undertakes thorough observations, which are reflected in her planning and meet the unique needs of every child. This ensures that every child makes good progress in their learning and development from their starting points.
- 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 provide children with high quality care and education. She attends training to further enhance her knowledge. Self-evaluation is developing well and improvements have been identified to further benefit children.

### It is not yet outstanding because

- Partnerships with parents are not fully robust to ensure that all parents share information about their child's learning and development at home.
- Children have fewer opportunities to develop their self-care and independence skills, especially at meal and snack times.

## 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 compulsory part 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 garden.
- 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 planning documentation, records of children's learning, a selection of policies and records and the childminder's self-evaluation form.
- The inspector checked evidence of suitability and qualifications of the childminder.

## Inspector

Karen Harris

## Full report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory parts of the Childcare Register. She lives with her partner and two children, aged five and two years, in a house on the outskirts of Norwich, Norfolk. The whole of the property, with exception of the office, are used for childminding. There is an enclosed garden available for outdoor play. The childminder attends a toddler group and visits the shops, library and park on a regular basis. She collects children from the local school and pre-schools. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Friday, 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:

- 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
- provide even more opportunities to develop children's independence and self-care skills, for example during routine activities, such as snack and lunch time.

## 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 stored well to enable children to make their own choices of what to play with and when. As a result, children are developing a sense of themselves as individuals, as they express their own preferences and interests. For example, children independently select and complete a peg puzzle. They show good concentration as they spend time rotating each piece to make it fit into the space. This effectively promotes their problem-solving skills. However, during routines activities, such as snack and lunchtime, children have fewer opportunities to further extend their independent and self-care skills. For example, children do not routinely pour their own drinks or help to prepare their own snack. Children enjoy the childminder's garden on a daily basis, where they independently climb up the steps to the slide, jump with a space hopper and push dolls in a pushchair. As a result, their physical skills are developing well. 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 and therefore, children are developing a good range of skills for the future, such as moving on to nursery or school.

The childminder understands that children learn through play and provides a good balance of adult-led and child-initiated activities, which have depth and breadth across all areas of learning. 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 plans suitable activities, which promote children's next steps in learning. For example, the childminder readily provides children with materials for early writing, such as chunky paint markers, to encourage their hand to eye coordination. The childminder ensures there is sufficient time for children to create their own play and explore their ideas. As a result, children are well motivated and eager to join in with planned activities. 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 children's vocabulary as a matter of routine. For example, the childminder counts the number of dots on the paper with children. They are encouraged to count along with her and, with adult support; they confidently count up to 12.

Partnership working with parents is good. The childminder is fully committed to working with parents to help children to settle and she encourages them to share what they know about their children. The childminder has a clear picture of children's starting points when they first attend the setting. This is because she gathers useful information from parents through verbal discussion and by asking parents to complete an All about me form on behalf of their children. This gives the childminder an idea of children's likes, interests and stage of development. The childminder regularly observes children, accurately assesses their progress and identifies their next steps in learning. Records demonstrate that children are working comfortably within the expected developmental band for their age. The childminder shares a wide range of information with parents about children's progress and the activities, which they have enjoyed through verbal discussions. However, there are fewer opportunities for parents to share more information about their children's learning and development at home, so that this information 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 provides a welcoming, well-resourced environment both in and outdoors, which supports children's all round development. Children are learning to take turns with resources and equipment as the childminder supports them with managing their behaviour. She provides clear and consistent guidance for children's behaviour and uses age-appropriate explanations to explain why certain behaviour is unacceptable. Children are learning to be polite and caring through the childminder's good role modelling and calm guidance. They clearly enjoy the company of other children and are building secure friendships. Recognisable and predictable routines are followed, which help children know what happens next throughout the day. This promotes a good sense of belonging. Children become familiar with other settings when they accompany the childminder to take older children to school. As a result, children's confidence is developing in new

situations. This means that they are becoming emotionally prepared for the next stage in their learning and in preparation for school.

The childminder fully promotes children's well-being and secure attachments are supported. Children arrive at the setting enthusiastically. This is due to an effective settling-in procedure, which is managed according to individual children's needs. This means that children form good relationships with the childminder and are settled and relaxed in her care. Children's individual care needs are identified when they first attend the setting because the childminder gathers useful information from parents. This helps to ensure that established routines for babies and young children are continued, promoting continuity of care. Children are very comfortable in their environment. They enjoy spending time with the childminder and show through their body language that they have built a warm and trusting relationship. As a result, children are happy and settled.

The childminder encourages children to adopt aspects of a healthy lifestyle. Children are provided with good opportunities to experience fresh air and exercise on a daily basis, when they walk to, and from, the local school. Children are developing an awareness of how to manage risks through their daily routine and activities around the home. For example, the childminder supports children to safely negotiate the steps in the garden and children practise the fire evacuation procedure. Consequently, children are learning about the risks in their environment and how to keep themselves safe. Good personal hygiene practices are learnt through the everyday routine. Children are becoming very independent in their self-care. Older children take themselves to the toilet and posters provide children with a visual reminder to wash their hands thoroughly. The childminder provides healthy meals and snacks to promote children's consistent understanding of healthy eating. Children's dietary preferences are obtained from parents during the settling-in process. As a result, individual needs are fully embraced. The childminder ensures that children's drinks are kept readily available, so that they do not become thirsty throughout the day.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, to ensure that she can work within the framework and meet her legal duties. The childminder's monitoring of educational plans and children's progress is very effective. This means that she is able to accurately plan children's next steps in learning and ensure that she meets the needs of all children. As a result, children make good progress during the time they spend in the setting. The childminder is clear with regard to her duty to protect children from abuse and has received training to support her in this. This means she understands the procedures for referring concerns, in order to safeguard the welfare of children. The childminder promotes the safety of children in her care, for example, risk assessments are in place and daily checks are carried out before children arrive. This ensures that any hazards are minimised and helps to keep children safe.

The childminder is committed to her own continuous improvement. She has attended a number of training courses and short workshops since registering. This shows that she demonstrates a strong capacity for acquiring new knowledge and understanding and continues to build on the existing good quality provision for children. The childminder has carried out a full evaluation of her work and an effective self-evaluation is in place for the setting. She has identified areas for improvement to benefit children's learning and development.

The childminder has a good working relationship with the parents of children she cares for. She communicates with them on a daily basis, both by daily verbal feedback and through electronic communication, 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. The childminder is aware of the importance of working in partnership with others who may provide care and learning for children. This means there is continuity in children's care and learning and any concerns can be quickly identified and managed.

### **The Childcare Register**

The requirements for the compulsory 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. 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>	EY427948
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	884875
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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