

<b>Inspection date</b>	02/10/2014
Previous inspection date	24/09/2008

<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 has effective teaching skills and a thorough knowledge of the Early Years Foundation Stage. As a result, all children make progress in their learning and development.
- The childminder fully understands her role and responsibility in regard to safeguarding children and therefore, they are well-protected.
- The childminder understands the importance of promoting the health and safety of the children in their care. She continually assesses and minimises risks to children, enabling them to use the house and the garden appropriately.
- The childminder is fully committed to provide children with high quality care and education. She attends training to further enhance her knowledge. The childminder evaluates her practice to achieve ongoing improvements to further benefit the children.

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

- There is scope to further strengthen the communication links with parents to enable them to support continuity of children's learning.
- Children have fewer opportunities to extend their mathematical understanding 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 playroom, 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 and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of the childminder and the childminder's self-evaluation form and improvement plan.
- The inspector looked at written testimonials from parents and took account of the views of parents from information included in the setting's own parent survey.

## Inspector

Karen Harris

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and seven years in Thetford, Norfolk. The whole of the property and the rear garden are used for childminding. The family have a dog and fish in a tank as pets. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for two-, three- and four-year-old children. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder attends a 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 10 children on roll, four of whom are in the early years age range and they attend for a variety of sessions. 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:

- strengthen further the communication links with parents, for example, by encouraging and enabling them to support the continuity of their children's learning
- extend the use of mathematical language during children's play and routines of the day, to further encourage children's awareness of numbers.

## 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 stored to encourage the children to select what they wish to play with. Children move confidently around the ground floor of the childminder's home and explore at their own pace. As a result, they develop good independence skills. The childminder readily provides children with materials, such as, crayons and pens, to encourage their hand to eye coordination. Outdoors, children skilfully climb the steps to the playhouse and enjoy playing on the swing. As a result, children's physical development is progressing well. The childminder supports children's communication and language skills well, helping them to become confident communicators. For example, she enthusiastically talks to children about what they are doing as they play. Young children communicate their needs through single words and short babbled sentences. The childminder responds well to their vocalisations and encourages them to say words, sensitively repeating them back. She uses opportunities to talk about the colours and the size of items that children are exploring. However, opportunities are sometimes missed to extend children's mathematical

understanding further. For example, while exploring a basket of natural materials children are not encouraged to count the conkers. Nevertheless, children are making good progress and gaining the basic skills they need for school and the next stage in their learning.

The childminder demonstrates a good understanding of how children learn. She plans many enjoyable activities that stimulate children's interests and promote all areas of learning. She effectively uses the local environment to take children to a variety of places to offer them new experiences. For example, children collect a variety of natural materials to explore back at the setting. The childminder recognises that young children's concentration span is short and is very flexible with planned activities. She follows the children's agendas and as a result, children's creativity is enhanced as they develop their own ideas. Teaching is good because the childminder clearly understands when it is appropriate to join in with children's play and extend their learning, or sit back and observe. 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.

Partnership working with parents is good. The childminder is fully committed to work with parents to help children to settle and 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 childminding 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. Parents are informed of their children's progress and the activities, which they have enjoyed through verbal discussions, daily diaries and folders that contain samples of what they have done. However, partnerships with all parents are not fully robust and are not yet fully effective in enabling parents to share what they know about their child's learning by providing the childminder with details of their child's experiences at home.

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

The childminder promotes good manners and respectful behaviour. She acts as a positive role model with gentle reminders in supporting children in developing their personal and social skills. As a result, children's behaviour is good. 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 completes individual 'complement charts' to highlight children's good behaviour. As a result, their confidence and self-esteem is well promoted. The childminder provides opportunities for children to socialise and cooperate with others. For example, they regularly meet with other childminders and attend local toddler groups. As a result, children's social skills are developing as they learn to work together with others. Children also 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 provides a welcoming, well-resourced environment both in and outdoors, which supports children's all round development. She labels storage boxes of resources so that they are child-friendly and displays children's art and craft work on the walls. Recognisable and predictable routines are followed that help children know what happens next throughout the day. This promotes a good sense of belonging. The childminder 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. As a result, their individual care needs are effectively met. Children are very comfortable in their environment. They enjoy spending time with the childminder and demonstrate that they have built a very warm and trusting relationship. For example, they eagerly collect their shoes from the hall, before going outside and ask the childminder for support when putting them on. 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. They 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 enjoy playing in the childminder's garden and are encouraged to explore their environment. The childminder provides support when appropriate. For example, she helps children to safely negotiate the step into the playroom and out into the garden. The design of the outdoor area provides valuable opportunities for children to take safe risks in their physical play. For example, they carefully climb the steps up to the playhouse and confidently play on the swing. This means that children have positive opportunities to take risks in manageable situations. Children learn about road safety rules when out and 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, the childminder encourages children to wash their hands correctly by singing a hand washing song. As a result, good personal hygiene practices are learnt through children's everyday routine.

### **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. The childminder has a clear understanding of her duty to protect children from abuse 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, she has clear policies and procedures to support her practice and aid the smooth running of the setting. These are shared with parents when their child starts at the setting. This ensures that they have a shared understanding of the way in which the childminder works with children. The childminder has risk assessments in place and carries out daily checks for the premises. 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 and she has addressed the recommendation raised at the last inspection. She regularly reviews her setting in order to identify areas for future development and makes improvements accordingly. Parents are provided with questionnaires to gain their feedback on the childminder's practice and the learning she provides for their children. This enables the childminder to make positive changes and to develop and improve her good practice further. Parents' responses indicate that they are very satisfied with the care their children receive. The childminder is committed to her own continuous improvement. She has a relevant qualification at level 3 and has attended a variety of short workshops and training courses. 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 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. Written testimonials from parents are extremely complimentary of the childminder. They state that their children are very happy to attend and comment that they would happily recommend the childminder to others. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children. This means there is continuity in children's care and learning and any concerns can be quickly identified and managed. She 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>	154976
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	874978
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/09/2008
<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.

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