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| Inspection date | 09/10/2014 |
| Previous inspection date | 01/12/2009 |

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| 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 feel safe, happy and settled in this friendly and welcoming childminding environment. They develop close emotional attachments to the childminder and confidently go to her for a hug and reassurance.
- Children make good progress in their learning and development because the childminder plans and delivers an interesting range of activities that promotes their interests. The quality of teaching is effective and supports children's continuing progress.
- Children's well-being is supported well because the childminder has a good understanding of child protection issues. She is aware of the signs and symptoms of abuse and knows how to report concerns.
- Partnerships with other settings that children attend are well established. This ensures a good level of support, to promote continuity of care and learning and help children fulfil their potential.

It is not yet outstanding because

- Parents are not consistently encouraged to continue to share what they know about their child, in order to remain involved in their child's learning and 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 on a walk in the local community.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of adults working with children, including training records.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector did not see any parents during this inspection but took account of parents' comments detailed in questionnaires and written testimonials.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 1987. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in Watlington, Kings Lynn. The whole of the ground floor, a bedroom and bathroom on the first floor, and the rear garden are used for childminding. The childminder has a cat as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 17 children on roll, five of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- support the sustained engagement of all parents, in order to encourage them to continue to share what they know about their child and be actively involved in planning for their child's learning.

Inspection judgements

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

The childminder knows the children well and talks confidently about their interests and where they are in their learning and development. She gathers useful information from parents when children first attend the childminding setting. As a result, she knows children's likes, dislikes and interests and is quickly able to plan activities that build on the identified starting points in their learning and development. She keeps parents informed about their children's learning, through a written daily diary and by sharing written records with them. However, they are not consistently encouraged to continue to share what they know about their children's learning at home, in order to actively promote a two-way exchange of information to enhance planning for children's learning. The childminder tracks children across the areas of learning, to ensure that they are making good progress towards the early learning goals. Records demonstrate that children are generally working comfortably within the expected developmental band for their age. Where there are concerns, these are identified and acted upon swiftly. As a result, children are supported to acquire the skills they need to be ready for the next stage in their learning, such as moving on to school. The childminder is aware of the importance of the progress check for children aged between two and three years. There are currently no children on roll for whom this check is due.

The childminder plans suitably challenging and stimulating activities that children enjoy.

This is because she has a good understanding of how children learn. She supports them well, to make good progress in their learning and development, through effective teaching and a good balance of child-initiated and adult-led activities. The childminder is actively engaged in children's play and learning. For example, she takes children on nature walks around the local environment and talks to them about the leaves that they are collecting. When they return home, she extends the activity by encouraging children as they complete a collage of a hedgehog, using leaves that they have collected. The childminder shows children how to spread the glue, demonstrating how to cover the printed outline. She supports children to select which leaves they want to use to complete their art work. Children develop their individual creativity because the childminder does not over-direct them on where to put the leaves, but allows them to create their own art work.

Children confidently explore the environment, knowing that the childminder is nearby and they readily seek her out to share play experiences. She sits on the floor with them as they explore the treasure basket that is filled with natural materials and small plastic bottles filled with coloured water, dried pasta and small coloured beads. Children explore the texture of sponge and wood. They enjoy banging, shaking and tapping the bottles, watching with interest as the water moves from one end of the bottle to the other when it is tipped. Children's interest in exploring and investigating is further encouraged through the childminder sharing information technology with them. She sits with them as they follow a simple programme that introduces them to farm and wild animals. The childminder promotes children's vocabulary, as she encourages them to repeat the name of the animal and the sound it makes. She recognises the importance of promoting children's communication and language skills and responds well to the gestures of younger children. Children hear good quality language and conversation constantly because the childminder talks to them about what they are doing, their routines and makes activity suggestions, using simple language and short sentences. She further supports their communication and language skills, sitting with them to read stories and talk about the illustrations. The childminder takes children on outings to the local toddler group, where they build relationships with other children.

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

The childminder provides a warm, welcoming and friendly environment, in which children are happy and settled. She supports children to settle in to her childminding setting, through inviting children and parents to visit together, before progressing on to short visits where children are left in her care. This helps the childminder to get to know the child and ensure that she is able to meet their individual needs. She finds out about established routines for sleeping and feeding, through discussion with parents. These are continued, to promote continuity of care and help children to develop a sense of belonging. As a result, children's emotional well-being is supported effectively and they build close bonds with the childminder, confidently going to her for a hug and support with activities of their own choosing.

The childminder provides a safe and stimulating learning environment. Children benefit from a wide range of age-appropriate toys and resources, to support their learning and development. As a result, they feel secure and develop the necessary skills, which help

them embrace new experiences with confidence, such as moving on to nursery or school. The childminder is a good role model and treats children with respect and positive regard. Unwanted behaviour is managed sensitively, taking into account children's age and level of understanding. The childminder places meaningful praise on good behaviour and individual efforts. This supports children's developing understanding of right and wrong and promotes their self-esteem.

The childminder promotes an active lifestyle, encouraging children to be outdoors, where she provides a range of activities to promote all areas of learning. She takes children on outings in the local community, where they explore the natural world and develop their physical skills at the local playground. She reminds children about safe practices, such as looking and listening for traffic before crossing the road. Younger children readily hold on to the pushchair and walk on the inside of the pavement, so that they are away from the road. Children's awareness of a healthy lifestyle is further promoted through the childminder supporting children in their understanding of the importance of good hygiene routines. Children wash their hands before eating and after toileting and have individual handtowels to reduce the risks of cross-infection. Individual drinks are kept available at all times, helping children to stay hydrated. Children's dietary needs are shared between the childminding and their parents. The childminder provides healthy snacks, including fresh fruit, savoury biscuits and dips. Parents provide a packed lunch and healthy options are encouraged.

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

Children's well-being is effectively safeguarded because the childminder has a good awareness of the signs and symptoms of abuse, to help her recognise when a child may be at risk. She has attended the senior lead practitioner course for safeguarding and has a written procedure that is in line with Local Safeguarding Children Board guidelines. This ensures that the correct processes are followed to protect children. Children play safely because the childminder carries out risk assessments to identify hazards and she takes necessary steps to limit risks. Risk assessments are also carried out for outings, to ensure that children are kept safe when using community facilities.

The childminder is committed to continuous improvement. She has made significant progress since her last inspection and has met the actions set. For example, she has attended training to improve her knowledge and understanding of The Early Years Foundation Stage, to ensure that she is able to provide children with an educational programme that meets their individual needs. The childminder evaluates her day to reflect on what has gone well and what has not and occasionally attends childminding support meetings, to ensure that she is up-to-date with latest practice. She seeks the views of parents through regular discussion and written questionnaires.

The childminder has friendly and trusting relationships with parents, to ensure continuity of care and learning for children. Policies and procedures are shared with parents, to enable them to make informed choices about their child's care. She talks to them on a

daily basis, to keep them informed about what their children have been doing while in the childminding setting. A daily diary is maintained for younger children. However, parents are not consistently encouraged to continue to share what they know about their child. Written comments from parents typically indicate that they are confident their children are cared for in a safe, happy and child-friendly environment. They appreciate that the childminder is happy, cheery and bright, that nothing is too much trouble and that the childminder goes above expectations. Parents report that their children enjoy attending this childminding setting and that they would be happy to recommend it. The childminder is aware of the importance of working in partnership with others who provide care and learning for the children and has good links with the local pre-school. An effective two-way flow of information is established and makes a strong contribution to meeting children's needs. Any concerns about children's well-being or development are quickly identified and managed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

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| Unique reference number | 256557 |
| Local authority | Norfolk |
| Inspection number | 818525 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 17 |
| Name of provider | |
| Date of previous inspection | 01/12/2009 |
| 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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