

Inspection date	26/09/2014
Previous inspection date	20/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder creates highly stimulating learning experiences for the children by making full use of the experiences available in the local community, as a result, children are well motivated to learn.
- The environment is welcoming with a superb child-centred approach. Consequently, children settle quickly and develop their confidence to learn and progress well.
- Partnership with parents is exceptional. Parents participate in their child's learning and share information about their development with the childminder so that children's progress is continuous between home and the setting.
- The childminder promotes children's language development particularly well. This is because she makes skilful use of a wide variety of activities including stories and singing to encourage children to learn new words and speak with confidence.
- The childminder maintains a strong focus on children's safety and well-being. This ensures that children are cared for to the highest standard.

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 play and learning activities in the indoor and outdoor environments.
- The inspector looked at a variety of documentation, including self-evaluation records and written parental feedback.
- The inspector had a tour of the childminder's home.
- The inspector discussed children's learning with the childminder at suitable times throughout the inspection.

Inspector

Syreeta Payne

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, and adult son on the outskirts of King's Lynn, Norfolk. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has some guinea pigs and goldfish as pets. The childminder has seven children on roll in the early years age range. The childminding provision is open all year round from 8am to 5.30pm, 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:

- help newer children to become familiar with the available resources more quickly by, for example, adding pictures and labels to toy boxes in order to further encourage independent self-selection of toys and resources by the children.

Inspection judgements

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

Children are eager to learn and become involved in play and activities. This is because the childminder provides innovative learning experiences which are meaningful to the children in the setting. For example, the children became absorbed in play with soft toy animals, recreating a veterinary surgery where pets were cared for, weighed, monitored, and their symptoms noted. This arose out of a visit by a child to the veterinary surgery with their parents. The childminder continues to strive to offer the best possible opportunities for the children in her care. She adapts activities to meet the differing needs of the children attending, for example, by offering those approaching school age times to participate in more structured activities, such as story and singing groups.

Highly detailed and accurate systems are in place to assess and monitor children's learning. The childminder carefully uses the information from assessment to plan and provide activities which take account of what children are interested in and need to learn next. The childminder links with a small group of local childminders and together they plan and provide additional activities to meet the needs of children across the early years age range, such as, large physical play, crafts and opportunities for the children to socialise with their peers. The childminder is particularly good at knowing when to get involved in children's play and learning and when to hold back. This means that the children engage well, become enthusiastic and excited about their learning. For example, a trip to the local dinosaur park was so motivating for one child that her parents followed this with a trip to

a museum to see dinosaurs. The children learn about people that help us in the community. A visit to a parent's place of work with lifeboats arose from this interest. Such exemplary practice encourages children to enjoy learning because it is meaningful to them.

Children are learning to think and develop problem solving skills because the childminder is adept at using a variety of ways to promote these skills. For example, older children are able to talk about who is older or younger than another when they discuss how old they all are. The electronic photograph frame which displays changing images of the children both in the setting and at home also promotes excited conversation as the children recall events and people with fondness. The childminder skilfully uses songs, stories and discussions to introduce new words and model sentences for younger children. Consequently, children are becoming increasingly confident to speak and develop their language skills. The childminder makes excellent use of a very wide range of resources and activities which ensure that all children are developing the skills they need to move on in their learning and become ready for school.

The childminder's partnerships with parents are highly developed and effective. She discusses children's needs and abilities with parents from when they start with her. Parents are able to give information about their child's development in different ways and are involved in planning and deciding what their child needs to learn next. The childminder is very good at facilitating further activities with parents which arise out of a child's fascination with something. As a result, there is good continuity for children between home and the childminding setting.

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

The childminder has exceptional regard for her role in providing a secure base for the children and makes every effort to ensure that children settle into the setting with ease. All new children are supported to settle in gradually. This is adapted to suit the child and also reassures the parents that their child is safe and happy. Details about the child are gathered, such as information about their favourite toys and interests and their routine. This information is used to ensure that the child feels welcome and secure in the setting making the change from home to childminder as smooth as possible for the child.

The childminder is extremely knowledgeable about how to foster children's well-being. She works closely with parents to ensure behaviour is managed consistently. This is done with consideration to the child's understanding of what is acceptable behaviour and what is expected of them. Children are developing a good awareness of how to keep themselves healthy and safe. This is because the childminder maintains a safe environment and makes use of everyday routines, such as meal times and outside play to teach children about safety and healthy lifestyles. Children are also very well supported in developing their independence skills. The childminder is very good at enabling all children to do as much as they can for themselves. Children love to help themselves to resources and can decide how to develop their own play. However, children cannot always see what is available in the boxes. This means that newer children and those less familiar with the

setting have to ask for help, which occasionally disrupts their concentration.

Children have a high sense of self-esteem. This is because the childminder and parents celebrate special achievements with the children. For example, the childminder supported a child well in helping her to overcome a strong dislike of the sand and to be able to play in it for a sustained period of time. The childminder involves parents and other children in these celebrations, which helps children to develop respect for, and understanding about the diverse communities in which they live. The children are involved in visits to the local farm and have adopted an animal. This provides the opportunity to establish a bond with the animal and regularly visit and watch its growth. Such opportunities allow the children to think about caring for others and develop relationships in the community, supporting the confidence needed to prepare them for school.

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

The childminder is confident and knowledgeable about safeguarding children. She is well-aware of possible signs of abuse, and knows who to report to should she be concerned. She works closely with her co-childminder so that they provide care for children which is well planned and maintains their safety. This is with regard to using mobile telephones and digital cameras as well as safety around the house. She regularly assesses risks around the house and acts quickly to remove any hazards so that children can play safely.

The childminder is highly motivated in developing her skills and continually improving her practice for children. She accesses relevant early years training provided by her local authority regularly and uses this to inform her practice, particularly with regard to keeping children safe. The childminder also optimises the opportunities of being part of formal and informal childminding groups, using them to keep herself up to date on developments in early years practice and as peer support to keep her practice moving forward. She shares this knowledge with her co-childminder, to ensure that he continues to be fully aware of current early years practice.

Both childminders constantly reflect on their own and each others practice. They are very aware of their strengths and regularly assess where practice can improve. They act swiftly to make any changes required and check to ensure that improvements continue to benefit the children. Consequently, they provide rich, varied and imaginative experiences for children which continually evolve. They constantly exchange information with each other about the children and can provide cover, should the need arise without the children's care being disrupted.

The childminder has developed highly effective relationships with the other settings which the children attend. The childminder shares useful information about the children in partnership with their parents so that continuity in children's learning is maintained between settings. She also facilitates the sharing of information with parents effectively because she ensures that parents can communicate with her in ways which suit them best. For example, they can share information electronically, in writing or verbally. The

childminder also makes good use of any feedback from parents and the children to improve her provision for them.

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

Unique reference number	257952
Local authority	Norfolk
Inspection number	876597
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	20/05/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

