

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 makes very good use of accurate observations and assessments of children to plan for activities which include their interests and what they need to do next. This means that children make excellent progress in their learning.
- The childminder offers an abundance of rich learning opportunities which inspire children to become deeply involved and excited in their learning, because of this the children feel confident and secure to try new things.
- The childminder demonstrates skilfully his ability to join in the learning and play activities sensitively and effectively. This ensures that high quality learning through play is achieved.
- Partnership with parents is highly effective and endeavours to provide the very best quality of care and learning for all children attending the setting, these strong relationships enable both parties to ensure each child is reaching their potential.
- The childminder has excellent knowledge of safeguarding procedures and demonstrates a confident ability to raise a concern should the need arise because children's welfare and well-being is a priority.

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 spoke to the childminder at appropriate times throughout the inspection.
- The inspector observed the childminder interacting with the child present.
- The inspector had a tour of the garden and rooms used for childminding.

Inspector

Syreeta Payne

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. He lives with his wife, who is also a registered childminder, and adult sons 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 assists his wife, who is currently minding seven children 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:

- provide more activities for children that include and take account of their experiences and interests from home and other provision.

Inspection judgements

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

Children make rapid improvements in their learning and development because teaching is specifically targeted at what they need to learn and what they are interested in. The childminder makes excellent use of information about each child. This is drawn from detailed observations of the children as well as information from parents and others. He uses this to carefully assess each child's progress, and check if there are any gaps in learning so that these can be effectively dealt with. This information is used particularly well to provide resources and activities which are exciting and engaging. For example, children became absorbed in their own play and exploration of a lifeboat rescue using sand and boats. The childminder made very good use of this to talk with the children and extend their vocabulary and thinking skills around the rescue, what was needed and number of people rescued. This led to more activities and a trip to see the local lifeboats.

Children are adept at drawing and making marks with different materials. Older children are also developing their understanding about drawing and can draw recognisable images and form letters. This is because these materials and opportunities are freely available to the children both inside and outside, for example, children can draw, and write letters and numbers on chalk boards outside as well as similar activities inside. Older children confidently talk about time, use language about size and recognise when something is taller than or smaller than another. This is because the childminder is skilled at weaving these concepts in to activities led by the children, such as discussing the opening times of the pretend veterinary surgery or seeing who can build the highest tower.

The childminder has a detailed understanding of the areas of learning and how children learn. He uses this knowledge exceptionally well to plan and provide a wonderful range of activities both indoors and outdoors. As a result, children are eager to get involved, persevere with things which challenge them and have a go with things which are new. A large wooden abacus outside is often used by the children in many different ways to count and play with number. They learn about nature and the world around them too, especially as they learn to take care of the guinea pigs. Consequently, children are confident, motivated to learn and developing excellent skills ready for school.

Partnerships with parents are excellent. The childminder ensures that all parents know what their children are doing and learning while in his care. Parents are able to contribute their own ideas and views about their children's abilities and progress. This is particularly successful because the childminder adapts ways of collecting and sharing information to parent's needs and wishes. For example, parents can contribute to children's developmental records electronically, in writing or verbally. The childminder is good at enabling parents to continue their child's learning at home, for example, by providing a digital camera to record events important to the child. However, he is still embedding different ways of including these interests more often into the activities which they do in the setting, in order to bring about even more continuity between home and the setting.

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

Children really enjoy coming to the childminder's home. Relationships between the children, childminder and co-childminder are excellent. This gives children a lot of confidence to explore and try new things as well as settle quickly. Children's independence skills are fostered really well. Picture reminders in the bathroom and resources stored within reach mean that the children can do most things for themselves. Children also feel secure and have a sense of belonging in the setting because the childminder provides space for their personal belongings which are familiar and comforting.

The childminder knows the children exceptionally well, especially the things that they like and the things which make them afraid. He is particularly sensitive in supporting children to overcome their fears. For example, he worked closely with one family to help a child overcome her fear of dogs by introducing her to one gradually. Children learn a lot about healthy lifestyles through a variety of activities. This includes discussion about healthy packed lunches and regular opportunities to be outside and exercise.

Children behave really well in the setting. This is because the childminder gives children clear explanations and works closely with his co-childminder so that they set consistent boundaries and expectations. Children are developing an understanding about diversity in the community and to respect each other. This is because the childminder promotes this through a wide range of celebrations and activities.

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

The childminder has an excellent knowledge of child protection. He is confident in recognising issues which cause concern and knows who to report these to. Children are really safe in the setting because the space used by the children is regularly checked. Hazards are swiftly recognised and made safe so that children can move around and play safely. For example, all the doors have safety wedges so they cannot slam and trap children's fingers.

The childminder continually improves the provision for children. He is extremely vigilant in ensuring that all the requirements of the Early Years Foundation Stage remain met at all times. He and his co-childminder keep meticulous records about their observations and assessments of children's learning and progress. They constantly review these together so that they can identify any gaps and quickly act to make improvements. The childminder constantly discusses his practice with his co-childminder and implements changes and new ideas swiftly. For example, he has erected a permanent gazebo in the garden so that children can be outside and extend their learning outdoors in all weathers. Parents are also able to contribute their ideas and thoughts about the setting through discussions and questionnaires.

The partnership between the childminder and co-childminder is highly effective. They work closely together to provide seamless care and teaching for all children. They also develop excellent relationships with parents and the providers of other provision used by the children and their families.

The Childcare Register

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

Unique reference number	258038
Local authority	Norfolk
Inspection number	818552
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	

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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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