

Inspection date	20/10/2014
Previous inspection date	13/10/2008

The quality and standards of the early years provision	This inspection:	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

- The childminder plans a varied range of activities linked to children's interests and abilities. She joins children in their play to build on what they already know. This means that children have fun and make good progress in their learning.
- The childminder has a relaxed nature and offers a welcoming, homely environment which helps children to settle quickly and build secure attachments with her. Consequently, children demonstrate that they are happy and feel safe in the setting.
- The childminder has a high regard for children's safety. She has a secure knowledge of safeguarding issues and supervises children well, in order to keep them safe.
- Effective settling-in practices form the basis of trusting partnerships with parents and contribute to the childminder's good knowledge of the children's individual needs. She has a secure understanding of the importance of working with other settings or professionals to support children's learning and development within her provision.

It is not yet outstanding because

- The childminder occasionally misses opportunities to extend children's creative and critical thinking skills, through consistently using an even wider range of teaching strategies, for example, by asking open-ended questions.
- Children have fewer opportunities to explore natural materials, build and role play in the outdoor area.

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 rooms where children play.
- The inspector observed activities and spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- The inspector took account of the views of parents gathered through written testimonials.

Inspector

Lindsey Cullum

Full report

Information about the setting

The childminder was registered in 1988. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Dereham, Norfolk. The ground floor only is used for childminding and there is an enclosed garden for outdoor play. The childminder visits local toddler groups, the shops and park on a regular basis. She takes children to and collects children from local schools and pre-schools. There are currently 12 children on roll, five of whom are in the early years age group and attend part time. The childminder cares for children Monday to Friday, from 7.45am to 5.30pm, all year round 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:

- build on children's ability to think critically and creatively, for example, by enabling them to answer questions with more than one possible answer, giving them more time to think about and formulate their own responses
- enhance the outdoor provision so that children have further opportunities to use natural materials, construct and role play.

Inspection judgements

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

The childminder has a good understanding about how children learn and shapes activities accordingly. Therefore, children make good progress towards the early learning goals and acquire the skills they need for school. The childminder talks to parents about their children's interests at home, routine and their stage of development when they first start, as well as part of her daily communication with them. This means she gets to know the children she is caring for very well and is able to provide activities which meet their individual needs and builds on what children already know and can do. The childminder keeps well-presented records of the children's activities and achievements over time. She tracks their learning effectively across all areas of learning. This means that where there are any concerns regarding children's development, these are identified early, so the childminder is able to consult with parents and plan for any additional support required. The childminder effectively supports all children to make good progress through child-initiated play and planned adult-led activities in her home. Good consideration is given to children's age and interests, as the childminder attractively sets out a choice of resources each day. Furthermore, she plans a varied range of outings each week, which enhance children's learning opportunities further and that she knows the children enjoy. For example, children enjoy purposeful outings to local pre-school provisions where they have

good opportunities to socialise and make relationships with other young children, join in music or sensory play sessions. In addition, they appreciate outings to the shops to buy food for their snacks, trips to the park, library or local cafes. Consequently, children are learning about their local community, the world around them and socialising with their peers.

Children's language and communication skills are well promoted because the childminder naturally extends activities by introducing new words, which she repeats often so that children copy and begin to understand them. For example, she listens and repeats the words children use when they identify the different types of vehicles that they see when looking through a favourite picture book. Furthermore, she pronounces more complex words such as 'commercial' when talking about the different types of aeroplanes in the book and follows this with a simple explanation so children are able to link words and meaning. The childminder teaches children to enjoy books by setting out a range each day that reflect their interests. Children eagerly sit themselves on her lap while she reads or talks about the pictures. She encourages older children to predict what might happen and recall parts of the story, extending their listening and speaking skills. Children's efforts and achievements are praised. Consequently, children become confident communicators and learn that print carries meaning. During play, the childminder introduces numbers, counting and early mathematical concepts. For example, she counts the number of bricks the younger children build with and compares the size of the play vehicles. With older children, she adapts her teaching, talking to them about adding one more or how many are left when you take one away. On these occasions, she uses open-ended questions to encourage the children to think before answering. However, on some occasions the commentary is slightly less effective. This is because the childminder does not always remember to ask questions with multiple answers and sometimes answers the questions herself. As a result, children's critical and creative thinking skills are not thoroughly maximised. The childminder uses younger children's interest in bricks to develop their physical and manipulative skills. For example, she provides different shaped bricks that require increasing control and coordination to fit together. Children are provided with age-appropriate tools, such as small brushes for a sticking activity or crayons suitable for the younger children's use. This encourages younger children to make marks while older children are encouraged to develop their early writing as they attempt to write their name on their pictures. Children choose from a variety of creative materials, so they develop their own ideas. For example, they carefully select the material they would like to use to make a dress for their princess picture, find ribbon and glitter to carefully decorate their picture and ask for a paper crown to complete their princess. Children receive lots of praise for their efforts and achievements. As a result, they are willing to try new experiences or persist at their chosen task and are very proud of their accomplishments. The childminder uses her garden effectively for children's physical play. For example, they have space to run about energetically or ride wheeled toys. They watch birds as the childminder actively encourages birds to visit the garden as she hangs feeders on the bird table. While the childminder provides an appropriate choice of resources outside, fewer opportunities are provided for children to explore natural materials, build and role play. Therefore, children are not always able to access a wide range of learning opportunities outside. Children are learning to socialise, as they play well with their peers. Children form a close bond with the childminder and build relationships with other members of her family, supporting their emotional development. Therefore, children are confident, happy,

becoming independent and learning to communicate well, developing the necessary skills in readiness for school and the next stage in their learning.

The childminder develops good partnerships with parents and they work well together to effectively support children. She is aware of the importance of encouraging parents to share what they know about their children, to enable her to identify and meet their individual care and learning needs. The childminder talks to parents daily, to inform them of what their children have been up to. In addition, she records relevant information in a diary, so parents can view this at home. Parents are encouraged to make their own contributions to the diary and view their children's assessment records. The childminder completes the progress check for children aged between two and three years, in partnership with parents, so that they are able to share in their children's achievements. Although she does not currently care for any children with special educational needs and/or disabilities, she is an experienced childminder who has a secure understanding of how to support and plan for them so that all children can achieve their potential.

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

Children enjoy warm and caring relationships with the childminder. They are treated as part of the family and, therefore, develop strong attachments. The childminder tailors the settling-in process to meet each child's individual needs and parents' wishes. Children are given time to get to know the childminder, other children attending and become familiar with their surroundings. From the start, the childminder works closely to build trusting relationships with parents that helps to ensure children feel emotionally safe and secure. Parents discuss their children's individual needs, routines, likes and interests with the childminder while their children are settling. This means she is able to meet their individual care needs effectively from the start. The environment is homely and resources are varied and of a good quality. Consequently, children show that they are confident and actively engage in learning.

The childminder values children's individuality and is mindful of her responsibilities to help children learn about the similarities and differences in others and respect different cultures and beliefs. She acts as a good role model in the calm and positive way she approaches behaviour management. Children learn to share and take turns through her sensitive support, which means they play happily together. Her guidance also helps ensure that all children become confident and independent, so that they are well prepared for future learning as they progress on to pre-school or school.

Children are learning about healthy lifestyles. They have space to run about, ride wheeled toys and play games in the garden, benefitting from the fresh air and exercise this environment provides. Alongside this, children frequently visit the local park to use more physically challenging equipment or go on walks, learning that exercise can be fun. The childminder provides a good range of healthy, nutritious meals and snacks, which are freshly prepared. Any specific dietary needs or allergies are diligently catered for so that no child's well-being is compromised. Children sit together during mealtimes and chat with the childminder, so that these are social occasions and she encourages children to become independent in feeding themselves. Children regularly help themselves to drinks and they

are reminded to drink, so children remain well hydrated. Good personal hygiene practices are reinforced through the everyday routine. For example, children know they need to wash their hands before eating and older children do this independently. Children are developing a good understanding of their own personal safety. This is because the childminder reminds them how to use toys or equipment correctly, such as how to sit securely on the chair and they regularly practise the fire drill. In addition, children know the strategies the childminder has in place for keeping them safe on outings, such as needing to hold onto the buggy when walking and she teaches them safe road crossing practices.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage, to ensure that children are safe and feel secure. She has a good knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with copies of her policies and procedures, when their children start attending her setting. Appropriate checks on adults are carried out to safeguard children and their welfare is closely monitored. Thorough daily checks are carried out on the home and outdoors and risk assessments are conducted prior to any outings children take part in. These successfully identify potential dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure. The childminder provides a stimulating, child-focused environment, where children enjoy their learning and grow in confidence. A clear set of policies effectively support the childminder's practices and the required documentation is fully completed and confidentially stored.

The childminder has a positive attitude to constantly developing her knowledge and understanding of childcare practice and the service she provides for children and their families. She is a very experienced childminder who continues with her own professional development by attending training courses and workshops and completing online research, to keep her up to date with current childcare practices. In addition, the childminder seeks the support of other childcare professionals and meets with local childminders to share good practice. This has a positive impact on the quality of teaching and ensures that children receive high-quality learning experiences. The childminder has completed the recommendations raised during her last inspection, which has raised the overall quality of the provision. She evaluates her practice well, listens to the views of parents and children and targets areas she has identified that she wishes to improve within her provision in the future. The monitoring of the educational programmes, means that the childminder provides children with a broad range of experiences, which meet the individual needs of all the children attending. Consequently, children are building a firm foundation for their future learning.

Partnerships with parents are very positive. The childminder has cared for some children for many years and built close relationships with them and their families, which have

continued after the childminding arrangements have ceased. Parents are very complimentary about the service she provides, commenting that their children are happy and making good progress. Information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents are kept fully informed about their children's routines, activities and achievements with the childminder through daily contact, written diary entries and access to their children's learning records. The childminder is aware of partnership working to secure support for children with identified needs and understands the need to work with other professionals to ensure early intervention if necessary, so all children's needs are effectively met. She has links with practitioners in the local children's centre, so is able to signpost parents to appropriate support agencies, should the need arise. Furthermore, the childminder understands how to work with key persons when children attend other settings, to ensure continuity for the children in their care, learning and play. There are good links with the local school. The childminder familiarises younger children with the school as she takes and collects older children. This helps children to view their future entry to school with confidence.

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	256597
Local authority	Norfolk
Inspection number	864584
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	13/10/2008
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

