

<b>Inspection date</b>	03/11/2014
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Teaching is good because the childminder understands the different ways in which children learn and she provides a wide range of resources and imaginative activities that promote children's interest and curiosity. This effectively supports children in their learning and development.
- The childminder places high priority on children's safety. She has a secure knowledge and understanding about her responsibility to protect children and keep them safe from harm.
- The childminder is very kind and caring. She builds strong bonds with children and treats them as individuals, so that they feel happy and secure in the childminder's care.
- The childminder has developed strong and trusting partnerships with parents. They value the time she spends with their children, the support she provides and the information she shares with them about their children's development and welfare.

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

- The childminder occasionally misses opportunities to extend children's critical thinking skills through consistently using a wide range of teaching strategies, for example, by asking open-ended questions.
- The childminder does not consistently establish children's prior skills, knowledge and understanding when they start attending, because she does not always seek good quality information from parents.

## 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability of adults working with children.
- The inspector took account of the views of parents provided through written testimonials.

## Inspector

Lindsey Cullum

## Full report

### Information about the setting

The childminder was registered in 1994. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives in Horsford, Norfolk. The whole premises, with the exception of the bedrooms and garage are used for childminding. There is a fully enclosed garden for outside play. The childminder has a dog and a cat as pets. The childminder takes children to and collects children from the local schools and pre-schools. There are currently 18 children on roll, 12 of whom are in the early years age group. Children attend for a variety of sessions. The childminder cares for children Monday to Friday, from 7.30am to 6pm, 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:

- enhance children's problem solving skills even further, for example, by enabling them to answer questions with more than one possible answer and giving them time to think about and formulate their own responses
- strengthen the quality of information gained from parents when children first attend the childminding setting, in order to consistently establish their prior skills, knowledge and understanding.

## 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 gathers some useful information from parents when children first attend the childminding setting, such as children's interests at home, routine and their stage of development. However, this is not always detailed to enable her to quickly establish, on entry, every child's prior skills, knowledge and understanding. Despite this, the childminder does carry out early observations of children while they are settling. This enables her to assess their starting points in learning, so that she can begin to build on what they already know and can do. The childminder makes regular and meaningful observations of children during their play, in order to assess their next steps for learning. She tracks their learning effectively across all areas of learning, so she can plan challenging activities according to each child's individual needs and interests. Furthermore, she plans a varied range of outings each week to enhance children's learning opportunities further, which she knows children will enjoy. For example, children visit the local park, walk to see animals on the nearby farm or collect materials,

such as leaves, for their exploratory play or creative activities. Consequently, children make good progress in all areas of their learning and meet their expected levels of development. The childminder has developed good partnerships with parents and they comment they are very happy with the care and learning their children receive. Parents are very well informed about their children's achievements and learning within the setting, so they are able to support this at home. The childminder keeps well-presented records of children's activities and notes any progress. She takes photographs of children enjoying daily activities and they help her to choose which ones they want to put in their special books. The childminder diligently shares these with parents on a daily basis so they are fully involved in all aspects of their children's development and learning. In addition, children thoroughly enjoy looking through these books and recalling special moments, so that their previous learning is reinforced.

Children develop the skills, attitudes and dispositions they need to be ready for the next stage in their learning and starting school. For example, they become confident individuals and develop good social skills as they play with other children in the setting. Children clearly enjoy spending time with the childminder who interacts with them well and builds a strong bond. She joins in their activities, chatting with children about what they are doing, or finding additional resources to add to their play. For example, she suggests that the children might like some glitter to add to their firework pictures and provides a choice of colours. The childminder generally makes good use of open-ended questioning to encourage older children to vocalise their ideas, particularly about their creative activities. However, the childminder does not always remember to ask questions with multiple answers and sometimes answers the questions herself. As a result, children's critical thinking skills are not thoroughly maximised. The childminder supports children's language development well. She engages older children in conversation and ensures that all children have the opportunity to speak and listen. From an early age, children hear and begin to understand language, as the childminder talks and sings familiar nursery rhymes to them. New words are introduced during activities. For example, the childminder creates a list of words around the current theme or topic that she wants to introduce, thereby, extending children's vocabulary. These words are displayed alongside pictures, so that older children are encouraged to read and parents can incorporate the words into conversations with their children outside the setting. Therefore, children are becoming confident communicators. The childminder encourages early literacy through story time and allowing children time to sit and look at books with their friends. They know to turn the pages from the front to the back of the book and understand that print carries meaning. Older children's interest in print extends to learning letter sounds, particularly as they are supported to write their own name on their pictures. They enjoy the opportunity to make purposeful marks, using a variety of writing materials including pens, pencils and chalks.

Children are very creative. They have access to a wide range of materials to develop their own creative ideas and regularly paint, stick, draw, model from junk materials or design collage pictures. In addition, the childminder imaginatively plans creative activities. For example, children create prints with their feet using white paint on black paper to make ghost shapes for Halloween pictures. Children's creative achievements are thoughtfully displayed in the setting or carefully presented to parents to take home, valuing all that children do. The childminder threads simple mathematical concepts, such as number recognition, counting and comparing size and quantity throughout activities. Children learn

to identify the different colours used when painting and are beginning to experiment with mixing colours, such as exploring light and dark shades. The childminder provides materials for children to feel, promoting their sensory development. Children play imaginatively with role-play and dressing-up resources, acting through familiar experiences, such as pretending to iron baby clothes. They are learning about the community as the childminder takes them to the local shop, park or post office. 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 contribution of the early years provision to the well-being of children**

Children settle quickly and a special bond has formed between the childminder and children. The childminder has previously cared for many of the children's older siblings and gives very valuable opportunities for them to talk about their families and home life. Children refer to photographs of their friends used in displays and talk confidently about what they were doing at the time. Children's artwork is also thoughtfully displayed and there is space for their personal belongings. As a result, children experience a strong sense of belonging. From the start, the childminder works closely to build trusting relationships with parents, which help to ensure children feel emotionally safe and secure. Good information is gathered from parents about children's routines, preferences and interests, so that initial care is tailored to each child's needs. This means that transitions between home and the childminder's setting are a positive experience and children settle quickly.

The childminder creates a relaxed, homely environment where children become independent learners. Her home is well equipped with a suitable range of toys and resources, some of which are stored at a low level and are easily accessible to the youngest of children. This enables children to make choices and follow their own interests. The childminder listens to the views of children and responds sensitively to requests, such as additional resources to add to their play. This helps children to feel valued. The childminder respects their 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 guidance, which means they play happily together. Her sensitive support helps to ensure that all children acquire important skills, such as communicating confidently, listening and following simple instructions, concentrating and self-care skills. Consequently, children are very well prepared for the next stage in their learning when they start pre-school or school.

Children are learning about healthy lifestyles. They regularly use the childminder's garden to explore, learn about where their food comes from as they grow vegetables or for physical games and exercise. In addition, the childminder regularly takes children to the local park where they have fun using more challenging equipment, which develops their physical skills. Children walk to and from pre-school or school. The childminder uses these opportunities to reinforce safety, such as teaching them to walk on the pavement close to

the buggy and how to cross the road safely. She enables children to be independent in their self-care. For example, children collect a bowl from the cupboard for their snack and are offered a small knife, so that they can chop their fruit, giving them a sense of responsibility and independence. Therefore, children are learning key skills for the future. Parents provide all children's meals and snacks, ensuring that their dietary needs are met. Children learn to wash their hands before meals and have separate small towels to dry their hands, minimising the risk of cross-infection. Consequently, children's well-being is effectively promoted.

### **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 of child protection 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 relevant 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. The childminder ensures that documentation is completed accurately and that the required information is present, to protect children. She carries out effective risk assessments of her home and garden, to make sure that any environments children use are secure and well organised. Play materials are clean and in good condition. Consequently, the childminder effectively keeps children safe as they play and learn.

The childminder takes her role in caring for and teaching children very seriously. Since the last inspection, the childminder has sought the advice of other professionals, particularly in developing her knowledge of how to precisely assess and track the progress children are making in her care. This is so she can plan activities that are well targeted to meet their next steps in learning. Constant monitoring of the educational programmes means that children are provided with a broad range of experiences and ensures that teaching methods meet children's needs. Consequently, the quality of teaching is good and children are making good progress while in her care. The childminder regularly monitors children's progress to ensure that there are no gaps in learning and has a strong understanding of the importance of working with other professionals to provide support for all children. The childminder evaluates her practice well, gaining valuable feedback from parents to help her shape improvements to her provision in the future.

Partnership working with parents is strong. Initial information gathered during settling-in sessions is valued and helps the childminder to get to know children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents are kept well informed about their children's routines, activities and achievements through daily discussion and detailed written accounts in their children's special books. They are very complimentary about the care and learning their children receive, commenting positively on how much they enjoy seeing the daily photographs and reading in their

children's book about their day. They also comment very positively about how involved they are in their children's learning and on the high level of support they receive from the childminder. The childminder is aware of partnership working to secure support for children with special educational and/or disabilities, 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 good links with local schools and younger children accompany the childminder when she collects older children. This helps younger children to become familiar with the school environment and means that they are supported in making transitions as they become of school age.

### **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>	256352
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	818516
<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>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/01/2011
<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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