

Inspection date

13/11/2014

Previous inspection date

16/09/2010

The quality and standards of the early years provision

This inspection:

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

- The childminder demonstrates exceptionally strong relationships with parents. She respects them as their child's key educator and effectively supports them to remain actively engaged in their child's learning.
- The childminder is committed to her own professional development. She has completed a relevant qualification at level 3, to develop her own childcare skills and knowledge. This supports her to continue to improve the quality and care provided for all children.
- Observations and assessments are used effectively, to identify where children are in their learning and what the childminder needs to do to support their continuing progress. She plans and delivers suitably challenging and stimulating activities that children enjoy, and supports them to reach expected levels of development.
- The childminder promotes safeguarding effectively. She understands her responsibilities with regard to child protection and keeps children safe. Children feel safe and develop close emotional attachments with her.

It is not yet outstanding because

- The childminder does not have robust partnerships with other early years settings that children attend. This means that there is not a comprehensive sharing of information about children's learning, to ensure that any concerns are quickly managed.
- Planning for outdoor play does not promote all areas of learning, so that those children who learn best from being outdoors are able to do so.

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 dining room and the conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults working with children and household members.
- 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 written questionnaires.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in a house in Norwich, Norfolk. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has no pets. The childminder attends activities run by the local children's centre. She visits the shops and park on a regular basis. The childminder takes children to, and collects children from, local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday during school term time. She is a member of the Professional Association for Childcare and Early Years and has a relevant qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- focus more closely on the outdoor provision, to promote all areas of learning and ensure that those who learn best from being outdoors are able to do so
- strengthen further the partnerships with other settings that children attend, to fully promote a comprehensive sharing of children's learning and the effective management of any concerns.

Inspection judgements

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

The childminder knows children's likes, dislikes and interests and is quickly able to provide activities that build on the identified starting points in their learning and development. This is because she gathers useful information from parents when children first attend her childminding setting. She works with parents to track children's progress across the areas of learning and encourages them to remain actively involved in their children's learning. For example, she shares the children's next steps in learning with parents and suggests activities for them to do at home. Comments from parents about their children's learning and development, are recorded in children's individual learning journal record books. The childminder uses this information when planning for children's future learning, ensuring that parents comments are valued and they are respected as their child's key educator. The childminder is aware of the requirement to carry out the progress check for children between the ages of two and three years and share her findings with parents. There are currently no children on roll for whom this check is due.

The childminder keeps a written record of her observations of children as they play. These observations are evaluated well, in order to ensure that she is able to identify and plan for the next steps in children's learning. She gets to know the children very well, through the positive relationships that she has with them and through her written records. She talks confidently about where children are in their learning and development and plans suitably challenging and stimulating activities that children enjoy. The quality of teaching and learning is consistently good. As a result, children are motivated to learn and acquire the necessary skills to be ready for school. The childminder engages children in conversation and supports their developing communication skills. For example, she repeats words and sentences back to children so that they hear them pronounced correctly. The childminder teaches children to use sign language as well as the spoken word. This supports children to be able to communicate their needs and prevents frustrations in making themselves understood. Children are confident in their interactions with the childminder and readily take turns in conversation. Their speech and language development is further promoted through outings to the local singing group and the use of the piano in the childminder's home.

Children are supported well by the childminder to make good progress in their learning and development. As a result, they acquire the skills they need to be ready for the next stage in their learning, such as moving onto school. The childminder is actively engaged in their play, sitting with them and talking to them about what they are doing. Children enjoy activities that involve making marks on paper and the childminder encourages them to label their work with their name. Children recognise some letters of their first name because the childminder provides opportunities for them to see it written. For example, she places their names where they can see them by the chalkboard to give them a visual clue when they attempt to write letters from their name. The childminder extends children's learning as they use a ruler to draw lines. She shows children how to use the ruler to draw lines to represent objects, such as a house. She tells children that she has drawn a triangle and a square to create the object and children use the names of the shapes as they attempt to copy what she has drawn.

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 and families well, to settle into her childminding setting, through inviting children and parents to visit together before childminding arrangements begin. Settling-in visits are tailored to the individual needs of children and families, and the childminder works in the best interests of the child at all times. Parents are welcome to stay and play for as long as they want, before progressing onto short visits where children are left in the childminder's care. During the visits, the childminder builds relationships with the parents and gets to know the child. She finds out about established routines for sleeping and feeding, and follows these to promote continuity of care. Their emotional well-being is supported effectively and they build close bonds with the childminder, confidently going to her for a chat and to engage her in activities.

Children are kept safe and learn safe practices. For example, they practise the emergency

evacuation drill, to ensure that everyone knows what to do in an emergency. Children benefit from a varied range of age-appropriate toys and resources, which are stored well. This enables children to select what they want to play with and engage in purposeful play. As a result, children develop independence and develop the necessary skills, which helps them to embrace new experiences with confidence, such as moving onto nursery or school. The childminder is a good role model and treats children with respect and positive regard. She has exceptionally good relationships with the children and promotes a calm, relaxed learning environment. The childminder demonstrates a good understanding of how to manage unwanted behaviour. She manages challenging behaviour sensitively, taking into account children's age and level of understanding. She places meaningful praise on good behaviour and individual efforts. This supports children's developing understanding of right and wrong, and promotes their self-esteem.

Children's dietary needs are mostly met by parents because they provide packed lunches for their children. Lunches are stored in the refrigerator until they are needed. The childminder provides snacks of fresh fruit on request and individual drinks are kept available at all times, helping children to stay hydrated. An evening meal is available on request and the childminder supports children's awareness of a healthy diet by encouraging them to help prepare fresh ingredients, ready for cooking. Children manage their own personal needs, relative to their age and level of understanding. They take themselves to the toilet and wash their hands afterwards. The childminder reminds children of the importance of washing their hands before eating and preparing food. The childminder promotes an active lifestyle. For example, she takes children to the local park, where they develop good physical skills. However, she does not use her garden, to promote other areas of learning and means that those children who learn best from being outdoors, are not able to do so.

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

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. Children's well-being is effectively safeguarded because the childminder has a good awareness of the signs and symptoms of abuse, to help her identify when a child may be at risk. She is confident to report concerns, and understands that her first responsibility is to the child. The childminder has assistants registered to work with her, but currently works alone. The suitability of assistants has been checked by Ofsted. The childminder is aware of the requirement to supervise their work and put in place a programme of supervision and professional development. This ensures that those working with children continue to be suitable.

The childminder is committed to continuous improvement. She has made significant changes to her childminding environment and practice since her last inspection. For example, she has reorganised the learning environment, to ensure that it is rich in promoting language and literacy. She recognises the importance of her own professional development and has completed a relevant qualification at level 3. She is continuing with

this learning and is now studying for an early years degree. She understands the significance of reflective practice and evaluates each day, to consider what has gone well and what has not. As a result, the childminder has put in place an action plan for further improvement that is designed to bring about a positive impact on the care and learning of children. She has addressed the actions set at the last inspection to a good level. For example, she has revised how she observes and assesses children's learning, to ensure they receive a challenging learning experience that is tailored to meet their individual needs.

The childminder is aware of the importance of working in partnerships with others who provide care and learning for the children. She has established links with other providers but finds it difficult to encourage a useful two-way flow of information, to ensure a comprehensive sharing of children's learning and to manage any concerns. The childminder does have very good links with external agencies. The childminder demonstrates exceptionally strong relationships with parents and a commitment to working in partnership with them. Relationships are friendly and trusting and parents are actively encouraged to continue to share what they know about their child. This ensures that the childminder is able to continue to meet children's individual needs. The childminder seeks the views of parents, through daily discussion and through written questionnaires. A sample of questionnaires shows that children enjoy their time with the childminder and look forward to a day when they are cared for by her. Parents report that the childminder keeps them fully informed about what their children have been doing during the day and are confident that their children are happy and safe.

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	EY405483
Local authority	Norfolk
Inspection number	875275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16/09/2010
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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