

Inspection date	27/11/2014
Previous inspection date	02/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Teaching is outstanding. The childminder understands extremely well how children learn and develop. As a result, children make rapid progress given their starting points and capabilities.
- Children quickly establish warm trusting relationships with the childminder. Children are confident and demonstrate they feel safe and secure.
- Children are exceedingly well protected. The childminder fully understands her role in protecting children and the procedure she should follow should she have any concerns about their welfare.
- Children's behaviour is very well managed. This is because the childminder has clear expectations which are calmly stated to children and she is an excellent role model.
- Children develop healthy lifestyles. They grow and eat their own fruit and vegetables, and develop healthy food choices. They have regular access to outdoor activities and enjoy playing outside.
- Partnerships with parents and other professionals are exceedingly well established and effective in supporting children's learning and development.

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 compulsory part 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 childminder's home and viewed the outdoor area.
- The inspector spoke to the childminder and the children at appropriate times.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and the childminder's qualifications and evidence of self-evaluation.
- The inspector took account of the written views of parents.

Inspector

Gail Warnes

Full report

Information about the setting

The childminder was registered in 1997. She lives with her husband and two children in a four-bedroomed bungalow in Reepham. The entire house is used for childminding and there is an enclosed garden suitable for outdoor play. The childminder provides funded early education for eligible two-, three- and four-year olds. The childminder is registered on the Early Years register and the compulsory part of the Childcare Register. The childminder operates from 7.50am to 6pm each week day except for bank holidays and family holidays. There are currently 22 children on roll who attend on a part-time basis, of whom nine are in the early years age range. The childminder supports children with special educational needs and/or disabilities. She holds a level 3 early years qualification. Access to the childminder's home is via a steep concrete slope and step. The family have a pet cat, tropical fish and hedgehogs as pets.

What the setting needs to do to improve further

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

- continue to make the most of continuous professional development opportunities to enhance the already excellent teaching even further.

Inspection judgements

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

Children make rapid progress given their starting points and capabilities. This is because the childminder has a first-class understanding of how children learn and develop. She extends children's learning effortlessly, responding to their individual interests and stage of development. Teaching is outstanding. As a result, children are highly motivated to join in and display the characteristics of effective learners. For instance, children enjoy playing with a dolls house, imaginatively role-playing their own experiences of eating snack and taking a bath. The childminder supports children to be independent in obtaining water to put in the toy bath. This means children are active in their learning and develop skills quickly. The childminder joins in the play enthusiastically. She supports children's communication and language development through effective techniques, such as, modelling language and asking a range of open-ended questions. For instance, children are supported to think of the different flavours of ice cream as they offer to sell some to the childminder during their play. This develops children's critical thinking and supports their sustained engagement in activities. Furthermore, this supports their rapid progress in

communication and language development.

The childminder knows the children extremely well. She makes frequent observations and highly focused assessments of their progress. This means that planning for their next steps in learning are precisely matched to their individual learning needs and contribute to the rapid progress they make. Children are well prepared for the move to school when the time comes. The childminder promotes mathematical and literacy skills spontaneously through children's interests. For example, children enjoy singing songs with the childminder. They select a 'song bag' which holds a range of props to inspire them to sing familiar songs and nursery rhymes. The childminder encourages children to notice how many songs they have sung by counting the props. A range of games are available which develop children's recognition of shapes and the childminder enhances their learning opportunities by asking questions to extend their knowledge. The childminder provides a cosy corner and an extensive range of fictional and factual books which the children especially enjoy. The library is continually added to which further promotes interest. The childminder enthusiastically explores the books with the children. She inspires their love of books as she reads by asking questions to engage the children and develop their curiosity. Older children are supported to develop number and letter recognition and to write their own name. The childminder supports their learning further by providing books for children to take home and share activities with their parents. Consequently, children are ready for school when the time comes, because they have a wide range of skills to support their future education and a positive attitude towards learning.

The childminder understands the important role parents have in their children's learning and development. She is extremely approachable, and shares information with parents daily. She supports parents through each stage of their child's development, by sharing next steps in children's learning, and suggesting activities they may wish to carry out together. As a result, all children including those with special educational needs and/or disabilities, benefit from a consistent and joined-up approach which contributes significantly to the rapid progress they make.

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

The childminder establishes warm, trusting and respectful relationships with the children and their families. She understands the importance of children feeling safe, secure and confident before they can show eagerness and a readiness to learn. Consequently, she tailors settling-in procedures to the individual requirements of each child and their family. She completes a comprehensive All about me document with parents and carers which provides her with meaningful information to form baseline assessments. This ensures a smooth start for children and their parents, and supports children's emotional wellbeing extremely effectively.

Children recognise when to wash their hands to promote good health, such as, before eating a snack or after messy play activities. The childminder encourages children to become independent in their self-care and hygiene routines, and where assistance is required, intimate care routines are sensitively met. The childminder promotes healthy lifestyles at every opportunity. Children enjoy growing fruit and vegetables with the

childminder at her allotment. They enjoy eating the blackberries and harvesting pumpkins as part of their Halloween festivities. The childminder provides a healthy choice of food at snack time, such as grapes and yoghurts. Opportunities to play outside are freely available in the large and well-resourced garden. Children also learn to care for other living creatures, and show compassion for baby hedgehogs they are caring for with the childminder over the winter.

The environment is extremely well resourced and covers all seven areas of the learning and development requirements of the Early Years Foundation Stage. It is warm, inviting and friendly. Children's behaviour is extremely well managed in a calm atmosphere of mutual trust and respect. The childminder is an excellent role model and they reflect the example she sets. She frequently praises children's efforts and achievements which promotes children's feelings of self-worth and they become independent. She supports children extremely well for the move to school when the time comes. They become familiar with the school environment through collecting school aged children each day with the childminder. They also attend sports day and school productions at the school. The childminder invites teachers from the local schools to meet the children at her home. This means the children are in familiar surroundings, and the teachers begin to learn the children's individual learning styles and interests. Consequently, children are extremely well supported during times of change.

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

Safeguarding arrangements are extremely strong. The childminder fully understands her role in protecting children from harm. She has a clear understanding of what to do should she have a concern about children's welfare. Risk assessments are detailed and thorough, and as a result, children are cared for in a safe environment. The childminder has a current paediatric first-aid certificate which means she is able to provide suitable treatment in the event of a medical emergency. Fire evacuation procedures are regularly practised and take account of children's different attendance patterns. This ensures children understand what to do in an emergency, and begin to learn about keeping themselves and others safe. Sampled documentation and records are well maintained and gives a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The childminder fully understands her responsibilities under the learning and development requirements of the Early Years Foundation Stage. Learning records are meticulously maintained. The childminder knows the children she cares for extremely well, and accurately assesses their progress. This means that any gaps in progress are quickly identified and any appropriate interventions to close such gaps are implemented effectively. The childminder provides a broad and varied range of activities which support children's learning through their own interests.

Self-evaluation is accurate. The childminder seeks parents' views on improvement through daily verbal exchanges. She reflects on her practice regularly and is committed to continually developing her practice. This is because she is committed to ensuring each

child has every opportunity to achieve their full potential. Partnerships with parents and other professionals are extremely well established and contribute significantly to the rapid progress children make. This results in a collaborative approach from all those involved in the child's life which ensures consistency and provides every opportunity for children to make the best progress. This approach particularly benefits those children with special educational needs and/or disabilities. Parental feedback is overwhelmingly positive. Parents are delighted with the progress their children make, how happy they are and the support the childminder gives to the whole family.

The Childcare Register

The requirements for the compulsory 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	256426
Local authority	Norfolk
Inspection number	867017
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	02/02/2009
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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