

Inspection date

27/11/2014

Previous inspection date

14/09/2009

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 provides a broad range of interesting learning activities, both indoors and outdoors. As a result, children are motivated to take part in activities and have fun as they learn.
- The childminder has a good knowledge and understanding of how children learn and develop. She regularly assesses their skills and uses the information to plan for the next steps in their learning. As a result, children make good progress.
- The childminder provides a warm, welcoming environment for children. As a result, they develop a sense of security and settle easily.
- The childminder has a secure understanding of safeguarding and child protection practice, which enables her to promote children's well-being and keep them safe from harm.

It is not yet outstanding because

- On occasions, the childminder overlooks opportunities to extend children's thinking skills. She does not always ask a good range of open-ended questions or give children sufficient time to explore and voice their own ideas.
- Partnerships with parents are not maximised as the childminder does not always provide parents with information and guidance to help them to support their children's learning at home.

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 had a tour of the rooms used for childminding and observed activities in the kitchen and playroom.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and adult members of the household, and viewed certificates to verify the childminder's training.

Inspector

Hayley Ruane

Full report

Information about the setting

The childminder was registered in 1985 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Aylsham, Norfolk. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two cats as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- enhance children's critical thinking skills, for example, by using open-ended questions and by allowing enough time for children to respond
- strengthen existing good partnerships with parents by providing them with more information about how they can support their children's learning at home.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements. She regularly observes children to establish their interests and tracks their progress against learning outcomes across the seven areas of learning. She follows and extends children's individual interests by providing a wide range of activities that meet their developmental needs. Children's creative and physical development is promoted as they use paint brushes, paint and stamps to make pictures. The childminder takes advantage of everyday opportunities to encourage children's mathematical skills. For example, as children play with a selection of small world toys she encourages them to count how many people are on the bus. The childminder models how to move the vehicles down a cardboard tube and provides simple instructions for children to follow. As a result, children become increasingly confident and keen to have a go. Children's communication and language development is supported effectively as the childminder engages in constant discussion and models language during their activities. However, on occasions, the childminder does not maximise children's critical thinking skills as she does not always use skilfully questioning or allow enough time for children to think and respond to the questions she does pose.

The childminder takes children to regular toddler groups, activities at the children's centre and outings to the park and shops. This means that children take part in a range of stimulating activities, art and craft sessions and interesting visits that promote their enjoyment and learning successfully. They are able to socialise with other minded children and make friendships. This supports children well in developing their understanding of their local community and helps prepare them for their future learning. Resources are varied and attractive and are rotated regularly to provide new learning experiences for children. The childminder prepares children well for the next stage in their learning, such as school. She supports their independence during routines such as mealtimes, as they learn the importance of washing hands and she encourages them to undo their own coats as they come in from outdoor activities.

Parents are kept well informed about their child's learning and development. For example, the childminder encourages them to read and comment in their child's learning journal and they share ongoing verbal feedback on a daily basis. During settling-in sessions, the childminder obtains information from parents about children's starting points and interests. Documents used to track children's progress show that all children are reaching the expected milestones for their age. The childminder completes assessments of their learning. She uses the information to plan effectively for children's next steps in learning. The childminder completes the required progress check for children between the ages of two and three years and provides a summary for parents. The childminder also encourages parents to share information about what children have enjoyed at home through the use of daily diaries. This helps the childminder to have a full picture of children's progress, both at home and in her care. However, opportunities to guide parents in how to better support their child's learning at home are not always taken. Feedback from parents is very positive, for example, they state that the childminder is 'calm and friendly' and that their children have developed more confidence because they are mixing with other children.

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

Children are clearly happy and settled with the childminder. They form secure attachments and develop positive relationships. They have established strong bonds with the childminder, which effectively promotes their emotional well-being. The indoor and outdoor environment provides a welcoming space for children with a good range of age-appropriate toys and resources. Indoors, resources are stored at low-level in clearly labelled boxes. This helps children to make independent choices about what they want to play with. The childminder also displays photographs of the children and examples of their work. This further promotes their self-esteem and strong sense of belonging in the childminder's care. Children willingly take part in adult-led activities. This shows they are developing positive attitudes towards learning, which is important for the future. Good settling-in procedures ensure children are well supported in their move from home into the setting and that they feel comfortable and secure.

Children actively develop healthy lifestyles. They regularly visit the local parks and areas of interest so they are able to access more physically challenging equipment, which helps

develop children's large muscle and physical skills. Hygiene routines are clearly displayed to help children to understand and learn the importance of keeping themselves clean. The childminder encourages children to wash their hands at appropriate times during the day. The childminder has consistent routines in place for snack and lunchtime and parents provide their own healthy food for their children.

Children behave well in the childminder's home because she implements clear and consistent rules. For example, visual reminders encourage children to share and be nice to one another. In addition, the childminder gives children regular praise and encouragement. This helps to promote their self-esteem and encourages positive behaviour. Children have good opportunities to learn about how to keep themselves safe. For example, they practise fire drills and talk about road safety when on walks in the community. As a result, children's well-being and knowledge of how to keep themselves safe is well promoted. When children attend toddler groups they also learn to play alongside other children, so that they can begin to recognise the needs of others. This helps prepare children emotionally for their next stage of learning.

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

Children are effectively safeguarded as the childminder has a good understanding of her role in protecting children. She has completed safeguarding training and is well informed of the procedures to follow should she be concerned about children in her care. She also understands her responsibility to inform Ofsted of any changes to household members. Consequently, children are effectively safeguarded. The childminder undertakes a visual risk assessment daily and has a range of policies and procedures that she shares with parents. This ensures that parents are well aware of her practice. The home is secure, and robust safety and security procedures ensure that children are protected well. The childminder has completed first-aid training and is able to respond to any accidents or incidents efficiently. Furniture and equipment are maintained well and suitable for children to use. As a result, children are safe and secure when in her care.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Observations and assessments of the children's learning and development are good. The childminder plans appropriate next steps in learning and provides activities to challenge and promote the development of the children in her care. The childminder is committed to improving her practice and attends training courses which support her professional development. She demonstrates a suitable attitude to developing her practice and has made progress since her last inspection, for example, she now uses a highly effective tracking and monitoring document to identify children's next steps and the progress they make. The childminder maintains a good overview of the educational programme she provides for children. She regularly assesses the progress that children are making and uses this information to identify any gaps in their learning or in her provision.

The childminder maintains regular dialogue with parents to ensure she gathers their views on her provision, which further enables her to reflect on her practice. She has built good

relationships with the local primary school and pre-school and regularly shares information on children's care, learning and welfare as necessary. This provides good continuity and consistency for children in her care. She attends regular events at the school and younger children visit these places regularly when dropping off and collecting older children. Consequently, they become familiar with the journey, buildings and people, in readiness for their next steps in learning.

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	256520
Local authority	Norfolk
Inspection number	867025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	14/09/2009
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

