

Inspection date	28/11/2014
Previous inspection date	04/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder fosters warm, nurturing relationships with the children in her care. They are confident to play and explore with her nearby.
- The childminder has sound knowledge of the signs and symptoms of abuse and has the appropriate knowledge to be able to act upon concerns appropriately. This means that children are safe in the childminder's care.
- Children learn boundaries through their play and are supported in managing their behaviour in ways that are appropriate to their stage of development.

It is not yet good because

- Assessment of children's learning is not regularly used to help them to make the best progress in their learning. As a result, experiences for children are not always suitably challenging to help them to reach their potential.
- Strategies to work in partnership with parents are not thorough enough to ensure children reach their full learning potential.
- The childminder's knowledge of the learning and development requirements is not secure enough to help children to make the best progress.
- The childminder does not always make the best use of resources to provide imaginative and creative learning opportunities for the children.

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 carried out a tour of the childminder's home.
- The inspector observed play and learning activities, and spoke to children present.
- The inspector spoke to the childminder at convenient times throughout the inspection.
- The inspector looked at and discussed a range of policies, procedures and documentation.
- The inspector checked evidence of the suitability of members of the childminder's household, including records of Disclosure and Barring Service Checks.
- The inspector looked at the children's assessment records and discussed these with the childminder.

Inspector

Syreeta Payne

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter. The whole of the ground floor and two bedrooms on the first floor are used for childminding. Children do not have access to the ground floor study. There is a fully enclosed garden for outside play. The childminder collects children from the local school. There are currently 12 children on roll, of whom five are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete regular, ongoing assessments of each child's learning in order to plan suitably challenging next steps in learning, and additional support where it is needed, so that children make good progress
- establish effective strategies for regularly exchanging information with parents about their children's learning, in order to maximise learning opportunities both in the childminding environment and in the home.

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

- improve knowledge of current early years practice, by undertaking appropriate training and professional development opportunities to ensure practice develops and children are offered high quality learning experiences
- develop the range of open-ended resources which will encourage children to think about different possibilities within their play and help their creativity to flourish.

Inspection judgements

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

The childminder has an appropriate understanding of how children learn. As a result, children are sufficiently acquiring the skills they need to be ready for the next stage of their learning. Children express preferences for certain toys and engage in conversation with enthusiasm and confidence. Children initiate their own play with self-assurance and

invite others to join in, using language and props effectively because the childminder allows time for this to develop, for example, role playing with a variety of toy foods.

Teaching is of a consistent and suitable quality. The childminder uses spontaneous opportunities to talk about the natural world with the children, counting the pigeons sitting on a wall outside and recalling animals they have seen in the garden. This also supports children's communication and language development. The childminder makes regular observations of children's learning. However, their purpose is not clearly understood. This hinders the ability to make sharply focused, ongoing assessments of children's learning in order to accurately assess the progress that children are making and to promote the next steps in their learning so that they make good progress. Activities and resources provided are adequate. However, the childminder does not always make the best use of these to provide imaginative and creative learning opportunities for the children.

The childminder shares informal conversations with parents about children's progress. However, they are not consistently encouraged to support and share information about their children's learning and development so that there is a strong sense of consistency between the childminder's setting and the children's homes.

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

The childminder adapts care routines to suit children's individual needs while ensuring that these routines are warm and nurturing times to talk and promote their well-being, for example at nappy changing time. Children are becoming increasingly independent and happily explore their environment. The childminder gently encourages children to find something that they would like to play with when they lose focus on their play, promoting a motivation to learn, which will stand them in good stead for the next stage in their learning.

The childminder attends to the emotional needs of the children in a homely environment and regularly makes time for a story on the couch with the children. This is a time when the children feel particularly at ease and reaffirms their bond with the childminder in an activity that they enjoy. Mealtimes are orderly and adapted to children's individual needs. Because of this, children have the opportunity to eat and converse with the childminder in a relaxed, sociable environment. The childminder knows the children and their families well and as a result, she can use information gained from parents to soothe children when they become distressed. For example, when a child is upset, she skilfully turns his mood with a conversation about a party he is going to. Children behave appropriately for their age and unwanted behaviour is managed in a clear and calm manner. As a result, children are learning boundaries and are able to redirect themselves when necessary.

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

The childminders knowledge of the learning and development requirements of the Early Years Foundation Stage is basic. She has begun to improve her knowledge of current early years practice. The educational programme is not sharply focused as she is not completely

familiar with the areas of learning or how to use ongoing assessment to help children to make the best progress. Because of this, teaching is not rooted in good knowledge and therefore children's opportunities to learn are not creatively enhanced.

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She holds required documentation and has accessed the necessary training to fulfil her role in keeping children safe and well, ensuring children are both happy and secure. The childminder is fully aware of the possible signs and symptoms of abuse and can differentiate between neglect and other kinds of abuse. She has thought about how she would deal with different issues and could take appropriate action as required in order to keep children safe from harm. The childminder works in partnership with parents to share experiences and care routines. However, this does not focus on each child's learning and progress. The childminder has an accurate overview of her strengths and areas for improvement. She demonstrates a willingness to improve her practice and is also aware of the importance of working in partnership with other providers and professionals to support children.

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	256680
Local authority	Norfolk
Inspection number	818529
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	04/10/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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