

Inspection date

07/01/2015

Previous inspection date

11/11/2009

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 has a good understanding of how children learn and the quality of teaching effectively supports their progress. She plans an interesting and stimulating range of activities that children thoroughly enjoy and reflect their interests, so all children make good progress in their learning and development.
- Children are safeguarded as the childminder has a clear understanding of child protection issues and her responsibility to promote their welfare and safety.
- Warm, caring relationships are established between the childminder and children. As a result, children feel safe and are happy and settled in this homely childminding environment.
- The childminder has developed strong and trusting partnerships with parents. They highly value the time she spends with their children and appreciate the information she shares with them about their children's development and welfare.

It is not yet outstanding because

- The childminder does not always maximise opportunities for children to independently make marks, by providing a varied range of materials.
- Children have fewer opportunities to creatively explore natural materials and open-ended resources.

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 the suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- 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 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children in Wymondham, Norfolk. The whole of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The childminder attends activities in the local community and regularly visits the shops, park and library. She takes children to and collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group and attend part-time. The childminder cares for children Monday to Friday, from 7.30am to 6pm, all year round except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She accepts funding for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- provide even more opportunities and accessible resources, such as chalks, crayons and pens, for children to develop their interest in making marks and early writing skills
- encourage children to think more creatively, by increasing the range of natural materials and open-ended resources available for them to explore and use in a variety of ways.

Inspection judgements

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

The childminder has a very secure understanding of how to promote children's learning and development. Children settle quickly and become very confident as the childminder gathers detailed information from parents when their children start, such as their interests at home, routine and their stage of development. This means the childminder is able to provide activities which meet the individual needs of the children and build on what children already know and can do. The childminder provides a good balance of adult-led activities and child-initiated play each day, and adapts her teaching to ensure that all the children are interested, engaged and suitably challenged. In addition, the childminder regularly takes the children on outings to places like the local park, wildlife centre or pre-school groups and she takes individual children swimming. As a result, children benefit from a wide range of experiences that actively support all areas of their learning and development. The childminder makes frequent and detailed observations of the children, recording these in well-presented books, which also include lots of annotated photographs

and examples of children's artwork. She effectively tracks children's progress across all areas of learning. As a result, the childminder can easily identify any gaps in learning and address these through her activity planning. In addition, the childminder maintains daily diaries in which she records what children have been doing each day. Parents take these home to look through and are encouraged to contribute to them. This promotes a two-way sharing of information, ensuring that parents are fully involved and enhances the planning for children's learning and ongoing progress.

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 develop their social skills when playing with the other children, and older children act as good role models for the younger ones. Children develop their independence, as they select the resources that they would like to play with. They know what toys are available and where to find their favourite ones. However some, such as, pencils and crayons are stored in drawers and are not always easily accessible to the youngest children so they can pursue their immediate interest. For example, children wanting to draw numbers or shapes onto the car park they have made from a cardboard box need to go in search of suitable and working materials. This means that their ability to make meaningful marks and practice their early writing skills is not consistently well promoted for the youngest children. The childminder understands how to support children's learning in an enjoyable way, making good use of opportunities as they arise to make learning fun. For example, she talks about shapes, introduces colour matching and initiates counting during the children activities. Children's language and communication skills are supported well through the childminder's ability to communicate effectively. For instance, she engages children in conversation as they play, commenting on what they are doing and listening intently to their reply. Competent use of open-ended questioning encourages older children to think and express their views and ideas. The childminder responds sensitively to younger children's attempts to communicate by repeating words and encouraging them to copy. She arranges a choice of books so that children can choose their favourites. Regular visits to the local library helps children to develop a love of books and reading.

Children enjoy expressing themselves creatively. They eagerly join in activities involving paint and glue, carefully selecting the materials they would like to use and concentrating for extended periods. Younger children enjoy exploring the different textures of the materials, such as, tissue paper, pompoms and feathers. They develop their hand and eye control and they transfer items in and out of the storage pots and try to replace the lid. Some natural materials are provided for children to explore, for example, sand, stones and pinecones. The childminder also provides a few open-ended resources, such as a cardboard box. However, there is scope to develop these resources and materials further, so that children have a broader variety of natural materials and open-ended resources which they can explore in different ways. Babies are encouraged to develop their physical skills as they learn to crawl and walk. The outdoor area provides lots of space for children to run, climb, balance and swing, developing their large muscles and coordination skills. Children's manipulative skills are promoted as they press buttons on toys or try to fit together the pieces of the toy train or a trailer onto a small car. The childminder provides sufficient time for children to try for themselves, while giving lots of praise and encouragement. This ensures that children are prepared to have a go and persist in their chosen task and gives a strong sense of achievement when they succeed.

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

The childminder is proficient at building warm and trusting relationships with parents that help their children to feel emotionally safe and secure. She ensures children are nurtured and thrive, because she fully understands and meets their individual care routines and needs. Flexible settling-in sessions, guided by the children and parents' needs, help the children to become accustomed to the environment, get to know the childminder, other members of her family and the other children attending. Very detailed information is gathered from parents, 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 parents comment that they are reassured as their children settle quickly and are very happy in the childminder's care. The childminder has a good knowledge of children's backgrounds to support them fully and is kept up to date with individual care needs through her daily communication with parents. She values children's 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 takes the children on outings locally, so they learn about the community in which they live. Furthermore, she plans celebrations and festivals throughout the year and children play with resources which positively reflect a diverse society. Therefore, children are learning about the world around them. Children are well-supported in their transition into other settings and school. This is because the childminder talks to children about other settings they may move on to and visits these with the children, so they become familiar with the environment.

The childminder creates a relaxed learning environment in her home, where children become independent and active learners, who are well prepared for moving on to nursery or school. They show a strong sense of belonging, as they move around the house and help themselves to their favourite toys, which the childminder carefully selects to ensure that children are eager to engage in play. The childminder is a good role model and treats children with respect and positive regard. They confidently go to her for reassurance or just a cuddle and respond positively to her high expectations. Children are learning to share well together and treat each other respectfully. They are well behaved and are provided with clear and consistent boundaries and house rules. Unwanted behaviour is managed sensitively, taking into account the children's age and level of understanding. Good behaviour and individual effort are valued and praised.

Children are learning about healthy lifestyles. The childminder gently guides and supports children's understanding of maintaining their own personal care. For example, they wash their hands at appropriate times and are supported to clean their teeth after breakfast. Parents provide lunches for their children and the childminder provides a variety of healthy snacks, so children learn to make healthy choices. The childminder supports children to eat independently and drinks are available at all times, so they do not become thirsty. Children sit together with the childminder for meals, so these are social occasions where children learn good table manners and join in conversations. Children play in the childminder's garden or go on outings, such as, the local park, where they take part in active play. As a result, children develop good physical skills and coordination. These activities also support them in learning about how fresh air and exercise contributes to a

healthy lifestyle. Children learn how to keep themselves safe and to recognise danger. For example, the childminder reminds them to walk indoors and be aware of toys laying on the floor. All children take part in regular fire drills to develop their awareness of fire safety and know what to do in the event of an emergency. They learn the importance of road safety when walking in the local area.

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

The childminder has a good understanding of the importance of keeping children safe and of the safeguarding and welfare requirements of the Early Years Foundation Stage. The required records and documentation are in place and well organised and all adult members of the household have completed the required background checks. The childminder has attended child protection training, so has a good understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder shares her safeguarding policy, along with other written procedures with parents, so they are fully aware of her practices. Children's safety is given the highest priority. Thorough risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify potential dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure at all times.

The childminder is a well-qualified, dedicated and an experienced childcare practitioner, who clearly relishes her role and work with children. She is passionate about providing a high quality childminding provision for children and families, therefore consistently maintains high standards, by carefully monitoring and evaluating all aspects of the provision. This includes seeking the views of parents and children, who are central to the way the childminder shapes her provision. The childminder seeks additional training to enhance her knowledge and update her skills. She regularly links with other childcare practitioners to share good practice and is willing to try new ways of working. This demonstrates she has a strong capacity to maintain improvement. The childminder is very effective in monitoring children's development and provides appropriate educational programmes to support their progress. The quality of teaching is good; therefore children make good progress while in the childminding provision.

The partnerships with parents are strong. The childminder welcomes parents into her home and offers a flexible service to accommodate each family's needs. Initial information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents are kept informed about their children's routines, activities and achievements while with the childminder, through daily diaries and verbal contact. Furthermore, the childminder enables parents to regularly access their children's assessment records and encourages them to actively contribute. Parents appreciate the high quality provision made for their children and provide very positive comments about the childminding service. They comment that their children settle quickly, are happy, making very good progress, take part in a wide variety of activities and personalised toys are set out to cater for the children's interests. The childminder is very aware of the need to work in partnership with others who care for the children. She collects children from the

pre-school and has built links with the staff there, so that they can share information to support consistency in the children's care and learning. In addition, she meets with other childminders and teachers from the local school, which supports her in planning for children's learning and development so they make consistently good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY317366
Local authority	Norfolk
Inspection number	856838
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	11/11/2009
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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