

Inspection date

07/04/2014

Previous inspection date

17/09/2008

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

- Positive and trusting partnerships are established with parents and regular communication is encouraged, which supports children's welfare and continuity of care.
- The childminder has a good understanding of safeguarding procedures. All adults in the household have undergone checks to ensure they are suitable to have regular contact with children. The childminder has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care.
- Teaching is good. The childminder promotes and supports the development of children's speech and language skills well, helping them to become confident communicators. She responds well to the vocalisations of young children, encouraging them to say words and then repeating them back so they can hear them pronounced correctly.
- Children are supported well to ensure that they are prepared for the next stage in their learning and development, such as moving on to nursery or school. They are helped to develop the necessary skills which help them embrace new experiences with confidence.

It is not yet outstanding because

- There is scope to further improve how children's next steps in their learning are planned for to provide increasing challenges to help children progress towards excellence.

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 lounge, the kitchen and the playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and records and the provider's self-evaluation form.
- The inspector checked evidence of the suitability of the adults living on the premises.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 22, 18 and 13 years in a house in Long Stratton. The whole of the property and the rear garden is used for childminding. The premises are accessible by a locked rear gate. The childminder attends a toddler group and activities at the local children's centre and 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; two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, 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:

- consolidate information gained through observation and assessment to more precisely identify children's next steps in learning in order to focus on further raising children's overall levels of progress.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and how young children learn. Teaching is good because the childminder is sensitive to the children's thinking and learning. She knows when to interact and when to value the children's independent activity. She provides sufficient time for children to engage in a good range of freely-chosen play experiences. This enables them to explore at their own pace, create their own play and explore their ideas. For example, a child selects a variety of toys and places them in a small suitcase. The childminder joins in with the child's play, scaffolding their learning through discussion and talking about the items the child has selected. As a result, children make good progress given their starting points and continue to learn and develop in line with their developmental age bands. The childminder knows the children well. She talks confidently about children's individual routines, likes and dislikes and plans activities and provides resources that motivate and interest them. For example, children enjoy cookery activities which introduce them to number when they count and weigh out the ingredients. The childminder further develops younger children's awareness of number as she routinely counts the stairs with the children as they go upstairs for a sleep. As a result, children progress well. The childminder observes children's learning to understand what they can already do and what they need to learn next. However, there is scope to further develop the way observations and assessments

are used so that the next steps in children's learning are more precisely identified and plans for future learning focus on raising children's levels of achievement to the highest levels.

Children are developing a good range of skills for the future. For example, toys and resources are stored well to enable children to develop independence in the selection, carrying out and returning of resources. Children are happy and content. They move confidently around the areas of the childminder's home and involve the childminder in their play. The childminder promotes children's confidence in meeting other adults and children. For example, by planning activities, such as a picnic in the park with other child carers. As a result, children's social skills are developing well. The childminder promotes and supports the development of children's speech and language skills well, helping them to become confident communicators. She responds well to the vocalisations of young children, encouraging them to say words and then repeating them back so they can hear them pronounced correctly. The childminder skilfully questions older children during activities to extend their understanding and learning. This ensures that children are developing key skills needed for the next stage in their learning, such as moving on to nursery or school.

The childminder works well with parents to help their children to settle and encourages parents to share what they know about their children. Good quality information is gathered from parents when children first attend the childminding setting to ensure that the childminder has a clear picture of children's starting points. This ensures there is continuity in children's well-being and development. The childminder shares a wide range of information with parents about children's progress and the activities which they have enjoyed through daily diaries. As a result, parents are kept well informed about their children's learning and development.

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

Children receive good quality care and attention from the experienced childminder who takes pride in meeting each child's individual needs. The childminder treats children as if they were her own and gives them cuddles and hugs, showing her affection for them. Consequently, children are settled and secure in the welcoming and homely environment. Children show through their body language that they have built a very warm and trusting relationship with the childminder. They seek out the childminder for reassurance and support when they need it. This shows that children are very comfortable in their environment and, as a result, feel safe. The childminder fully promotes children's well-being and secure attachments are supported. Children's individual care needs are identified when they first attend the setting because the childminder gathers useful information from parents. Established routines for babies and young children are sustained, promoting continuity of care. As a result, children settle quickly into the setting. Young children become familiar with other settings, when they walk to and from the local school to collect other children. As a result, children's confidence is developing in new situations, which means that they are being well prepared for the next stage in their learning and in preparation for school.

Children's behaviour is managed well. House rules are in place to help children know what is expected of them. The childminder is a good role model for children and encourages children to share and take turns with popular resources. She uses age-appropriate explanations to explain why certain behaviour is unacceptable. The childminder recognises and praises children's success and values and praises their good behaviour and individual efforts, promoting their self-esteem. Recognisable and predictable routines are followed that help children know what happens next throughout the day. Children can choose what they want to play with because the childminder has arranged toys so they can easily access them and make choices about what they want to play with. For example, younger children freely explore their environment as they push a brick trolley around the ground floor. They empty out the wooden bricks and happily build a tower. This effectively promotes a sense of belonging and independence. As a result, children are emotionally secure. Furthermore, the care of the younger children is not adversely affected when older children are present as the childminder is mindful in maintaining good levels of direct support to meet their needs.

The childminder encourages children to adopt aspects of a healthy lifestyle. Children are provided with good opportunities to experience fresh air and exercise on a daily basis, when they take older children to the local school. Children make wide use of the outdoors, enjoying the childminder's garden and trips to the local park. They are encouraged to explore their environment and gain an understanding of risk through everyday routines and outings. For example, the childminder teaches children about road safety and 'stranger danger' when out and about and children regularly practise the fire evacuation procedure. As a result, children remain safe. Older children manage their own hygiene needs and confidently wash their hands before eating and younger children's intimate care needs are met sensitively. Children's dietary needs are mostly met by parents as they provide lunch and snacks for their children, although, the childminder ensures children have ready access to drinks, to ensure that they do not become thirsty or dehydrated.

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

The childminder has a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This enables her to support children's learning and to implement the safeguarding and welfare requirements effectively. The childminder has a good understanding of safeguarding procedures. All adults in the household have undergone checks to ensure they are suitable to have regular contact with children. The childminder has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care. She has developed effective policies and procedures and these are discussed and given to parents as children start. The childminder ensures that children's safety is promoted through constant supervision and by carrying out daily safety checks of her home, garden and on all outings. The childminder holds a valid first aid certificate and has good procedures in place for the safe administration of any medication. In addition, effective procedures are in place to record accidents, incidents and complaints. Consequently, the childminder effectively safeguards children.

The childminder is committed to providing children with good quality care and education and uses self-evaluation to reflect on and evaluate her practice. She has addressed one of the recommendations raised at the last inspection, although, there is scope to consolidate and build on observations and assessments in order to further enhance individual children's good progress. Nevertheless, the childminder plans purposeful and developmentally appropriate activities, which challenge and motivate children well.

Partnership with parents is strong. The childminder has a good working relationship with the parents of the children she cares for. She communicates with them on a daily basis and shares information about their children's day. This ensures that parents are fully aware of how their children's learning and care needs are met. Written testimonials from parents demonstrate that they are very satisfied with the care their children receive, stating that they would not hesitate to recommend the childminding service. The childminder is aware of the importance of working in partnership with others who may provide care and learning for the children. This is to promote continuity and so that concerns about children's well-being or development can be quickly identified and managed. The childminder is happy to work with other professionals in order to ensure children's needs are effectively met. Overall, this is a very good, safe and friendly setting where children receive a positive early years experience which lays a solid foundation upon which to support their future 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	255852
Local authority	Norfolk
Inspection number	967003
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	17/09/2008
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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