

Inspection date	20/12/2012
Previous inspection date	21/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's language and communication skills are given high priority. The childminder encourages children in conversation, helping them to develop their vocabulary and become skilful communicators.
- The childminder has friendly and trusting relationships with parents. She finds out about children's individual care routines and keeps parents informed about their children's developmental progress.
- Consistent routines are followed to help children feel safe and secure in the childminding setting. They are developing a good sense of belonging as they know what happens next at any point in the childminding day.
- Children are developing good emotional attachments to the childminder. They are happy and settled and have a very good bond with her, confidently going to her for hugs and support with activities.

It is not yet outstanding because

- The childminder does not fully understand how to use observations of children's learning, to help her identify where they are in their learning and what she needs to do to support their continuing progress.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and the kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, children's learning journeys and a selection of policies and children's records.
- The inspector looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

The childminder was registered in 2009 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and her son aged 10 years in an apartment in Thetford, Norfolk. The lounge/diner and kitchen are used for childminding activities. Children are taken on regular walks to parks for physical play as there is no access to an outside play space. The property is accessed via a flight of stairs.

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 four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop the use observations of children's learning in order to ensure that activities are suitably challenging.

Inspection judgements

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

The childminder knows the children well and talks confidently about their individual routines, likes and dislikes. She plans activities that are based around children's interests to encourage them to explore and be motivated to learn. The childminder maintains written learning journeys for children, using photographs and written observations as evidence. However, she is not confident about evaluating the observations, to ensure that she is accurately identifying the next steps in children's learning. This means that some planned learning experiences do not have sufficient challenge. Despite this, the childminder responds well to children's interests and is actively engaged in their play, chatting to them about what they are doing, supporting them in their play and helping them to extend their learning through their play experiences.

Children are supported to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning. Children build good relationships with the childminder and play cooperatively with her. They confidently play with the available toys and resources, and ask the childminder for help when they need support. The childminder models being considerate and responsive, saying please and thank you and encouraging children to do the same. Children demonstrate very good manners, spontaneously using phrases such as 'you're welcome' when the childminder says 'thank you'.

Children are developing very good communication and language skills. The childminder encourages children to talk about what they are doing and engages them in conversation, giving them time to think about what they want to say and process their thoughts before

responding to questions. All of the children attending have English as an additional language. The childminder chooses to converse with children in English in the childminding setting, whilst at the same time respecting children's home language and responding positively when children use their home language during their play. The childminder introduces matching games to children, repeating individual words for children to copy and modelling building sentences. Children show an interest in colour and name colours confidently, both in English and their home language, as they play. They enjoy playing with small-world models, such as the train track. They play imaginatively, for example, extending their play by pretending that the train can fly.

Children are encouraged in their physical development and understanding of the world because the childminder takes them on outings into the local environment. Children go to the local playground where they can be active and take part in activity groups at the local children's centre. The childminder promotes the local environment and helps children to learn that they have similarities to, and differences from, others. They readily manage their own self-care needs, taking themselves to the toilet and washing their hands afterwards. They independently use cups for drinking and manage zips on coats. The childminder effectively engages parents in their children's learning and development, both in the setting and at home. She takes parents along to the community groups she attends with the children and shares information about the Early Years Foundation Stage with them. There are good procedures in place to keep parents informed about their children's achievements and progress.

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

The childminder provides a welcoming environment that supports children's transition to being in the childminding setting, and helps them to be happy and settled. Children have good relationships with the childminder and enjoy her company, confidently seeking support with activities and enjoying a cuddle on her lap. The childminder treats children with respect and positive regard. She models good behaviour, helping them to learn how to share, take turns and recognise the needs of others. Unwanted behaviour is managed well, taking into account children's age and level of understanding. Consistent ground rules are followed to help children develop a sense of belonging and know what is expected of them. The childminder provides good support to children, so that they are well prepared for the next stage in their learning and development.

Children are helped to understand the importance of a healthy diet and make healthy choices about what they eat and drink. They are encouraged to manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards. They are learning to put on their own coat and shoes when going out, promoting their self-care and independence. Toys and resources are stored well to enable children to self-select, promoting their sense of belonging and independence. The childminder does not have a garden, but regularly takes children on outings to promote fresh air and exercise. Children walk to school and back. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as helping them learn about road safety when on outings. High visibility jackets are worn by all children when on outings, to ensure that they can be seen at all times.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and implements it well to ensure that children's individual needs are met. Children are able to play safely because the childminder's home is safe and secure. Risk assessments are carried out to ensure that hazards to children are identified, and steps are taken to limit risks so that they can play safely indoors. Risk assessments are also completed for outings so that the childminder can be sure that any community facilities used by children are safe. The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is at risk. She knows what to do if she is concerned, in order to safeguard the welfare of children. All documentation, necessary for the safe and efficient running of the childminding setting, is in place.

The childminder uses self-evaluation well to identify her strengths and areas for development. She includes the views of parents, children and her support worker from the local authority, when reviewing her childminding practice. As a result, an action plan for development has been identified that is clear and achievable, to benefit children. The childminder has taken positive steps to deal with actions and recommendations raised at her last inspection. She is committed to her own professional development and has recently completed a relevant level 3 qualification to help her promote better outcomes for children.

The childminder has good partnerships with parents. She gathers useful information from them when children first attend the childminding setting, to find out about children's individual care routines. These are implemented by the childminder to promote continuity of care for all children. Parents are very happy with the childminding service that is offered, reporting that the childminder 'creates a homely setting where children feel secure and loved'. Parents state that the childminder is kind and caring and that their children enjoy their time with her. Parents are kept well-informed about their children's day, including what they have eaten and activities they have participated in. The childminder provides healthy meals, snacks and drinks. She manages children's individual dietary needs well. The childminder works in partnership with others who provide care and learning for the children. She regularly shares information with them, so that children's individual needs are identified and met.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY403062
Local authority	Norfolk
Inspection number	875221

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21/06/2010
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 that are usually their 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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