

Inspection date

13/06/2014

Previous inspection date

05/10/2010

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	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	3

The quality and standards of the early years provision

This provision requires improvement

- Children make good progress in their learning and development because the childminder has a good understanding of how children learn. The quality of teaching is good and promotes children's continuing progress towards the early learning goals.
- Warm, caring relationships are established between the childminder and the children. As a result, children feel safe, happy and settled.
- Children become confident communicators because the childminder supports the promotion of their communication and language skills effectively. She responds well to the babble and gestures of babies and engages older children in purposeful conversations.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps them informed about their child's development and progress and encourages them to remain involved in their children's learning, both in the childminding setting and at home.

It is not yet good because

- The childminder is in breach of the terms of the conditions of her registration because she cares for children at her home address as well as the registered premises.
- There is scope to improve the two-way flow of information with others who provide care and learning 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 observed activities in the lounge and the procedures for collecting children from nursery.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults working with the children and household members.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector took account of parents' comments detailed in written questionnaires and testimonials.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four children aged 10, 13, 15 and 17 years in Kings Lynn, Norfolk. The childminder works from her sister's home. Her sister is also a registered childminder. The ground floor of the house is used for childminding and there is an enclosed outside play area. The childminder's sister has a dog as a pet. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently five children on roll; four of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round, from 7.30am 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:

- notify Ofsted of any change in the address of the premises used to care for children
- ensure that Ofsted is informed of any person who is likely to have regular contact with children, so that suitability checks can be carried out.

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

- extend the quality of the two-way flow of information with others who provide care and learning for the children, to help children make good progress.

Inspection judgements

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

The childminder talks confidently about the children and where they are in their learning and development. This is because she knows the children well and gathers useful information from parents when children first attend the childminding setting. As a result, she knows children's starting points and is able to plan an interesting and varied range of activities to promote children's continuing progress. The childminder tracks the children across the areas of learning. Records demonstrate that children are working comfortably within the expected developmental band for their age. Activities are planned that are interesting and stimulating. As a result, children are motivated to learn and are supported

to acquire the skills they need to be ready for the next stage in their learning, such as moving on to school.

The childminder recognises the importance of promoting children's communication and language skills. She responds well to the babbles and gestures of babies and effectively mimics holding conversations in response to babies' vocalisations. She introduces single words and sound into play. For example, when babies play with the small world cars, the childminder demonstrates pushing the car across the carpet as she says 'brmm, brmm'. Older children hear language and conversation all of the time because the childminder talks to them about what they are doing and their routines. She points out items of interest when on outings. Children demonstrate a good understanding and readily take turns in conversation. For example, they talk knowledgeably about the wind turbines, as they pass them in the car. They make links with their past experiences, such as talking about when they had a power cut and the electricity supply had to be repaired. Older children also talk confidently about their home life. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

The quality of teaching is consistently good and the childminder takes opportunities during routine activities to promote active learning. For example, when she collects children from school they are encouraged to count the number of taxis in the taxi rank. Children count accurately, saying a number name for each taxi. When they miscount they quickly realise their mistake and readily start again. Children also spontaneously count during their play activities. They count the number of pieces they have used to make a small world train track and confidently predict how many trains and carriages they will need to fill the length of track. They look at trains when on outings and the childminder encourages visits into the local community, where children develop their physical skills. For example, they visit a local soft play area, go to the park and attend local toddler groups. Children enjoy going out on picnics to local woodland and Sandringham.

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

Children are happy, settled and have good emotional attachments with the childminder because she works with parents to ensure that their move to being in the childminding setting is managed well. Children and parents visit for regular settling-in visits, until everyone feels comfortable with the new arrangements. The childminder talks to parents about children's established routines for sleeping and feeding and continues these, to promote continuity of care and foster a sense of belonging. She agrees procedures for changing children's nappies, including how often parents want their children's nappy changed. In addition, she talks to parents about the importance of the use of sun cream. She administers sun cream supplied by them to their children, to keep them safe when outside in hot weather. Children learn further about keeping safe because the childminder talks to them about crossing the road safely when on outings.

The childminder is a good role model. She treats children with respect and positive regard, helping them to play well together, share toys and learn about what is acceptable behaviour. Good behaviour and individual efforts are valued and praised. Children develop

the necessary skills which help them embrace new experiences with confidence, such as moving on to nursery or school. Children feel safe with the childminder and confidently go to her for a cuddle. Babies snuggle in readily and fall asleep on her lap. Children develop their emotional well-being because the childminder is welcoming and promotes consistent routines that help children know what happens next at any point in the day. Children benefit from age-appropriate toys and resources, to support their learning and development. Toys are stored well, so that children can choose what they want to play with.

Children learn about the importance of good hygiene because the childminder promotes this aspect of their learning well. They are supported to understand the importance of washing their hands before eating. Parents take responsibility for their children's dietary needs as they usually provide packed lunches. Fresh drinking water is available at all times, helping children to stay hydrated. Outdoor play is promoted well and children have daily opportunities to be outdoors. Older children are encouraged to walk to school, further promoting a healthy lifestyle.

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

The childminder does not meet the requirements of the Early Years Foundation Stage because she is providing childcare for short periods of time from her home address but is registered to provide care from her sister's address. The children she cares for at her home address are contracted to attend for a total of more than two hours in any one day. This is a breach of the terms of the childminder's conditions of registration. Prior to the inspection, the childminder believed that her public liability insurance covered her at her home address. The childminder is aware now that the insurance only applies to the registered address for childminding. In addition, the childminder has not informed Ofsted of persons over the age of 16 living at her home address, so that suitability checks can be carried out. Despite this, the childminder does understand her responsibility to safeguard children. Children are supervised at all times and are never left alone with anyone. The childminder has a good awareness of the signs and symptoms of abuse. She knows what to do to report concerns. Risk assessments are carried out, to ensure that hazards to children are identified and steps taken to manage risks. This means that children can play safely indoors and outside.

The childminder is committed to continuous improvement and evaluates her childminding practice, to identify her strengths and areas for development. Good steps have been taken to address the actions and recommendations set at the last inspection. For example, documentation is now readily accessible and available for inspection. The childminder has also made improvements to how she implements the learning and development requirements. She observes and assesses children's achievements, interests and learning styles and uses these to identify learning priorities and planning and to track children's developmental progress. The childminder is enthusiastic about her own professional development and has completed a relevant level 3 qualification.

The childminder demonstrates a strong commitment to working in partnerships with

parents. Policies and procedures are shared with them, enabling them to make informed choices about their children's care. She keeps parents informed through daily written and verbal communication. Parents' written comments show that they are happy with the childminding service that is provided. They are confident that care plans are followed 'to the letter' and would be happy to recommend the childminder to others. Parents value that she is meeting the terms of her contracts with them and 'works hard at following her policies and procedures'. The childminder is aware of the importance of sharing information between different settings that children attend. She has initiated interactions with others who provide care and learning for the children but these are not sufficiently robust to ensure that concerns about children's well-being or development can always be quickly identified and managed.

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	EY405950
Local authority	Norfolk
Inspection number	978018
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	05/10/2010
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, 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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