

Inspection date	16/04/2013
Previous inspection date	01/12/2010

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 secure knowledge and understanding of how children learn and develop. She carefully observes children to assess their skills and interests, effectively adapting her teaching to ensure all children are included and actively engaged in activities which support their progress.
- Children form secure attachments with the childminder and their peers because she provides a warm, welcoming environment where children feel secure. As a result, children's well-being is promoted.
- The childminder has developed good relationships with children's parents. They value the time she spends with the children and the information she shares with them about their children's development and welfare.
- Children's safety is given good priority as the childminder takes the necessary steps to keep children healthy and safe.

It is not yet outstanding because

- There is scope to strengthen the outdoor provision by providing a stimulating range of resources and experiences, which are open ended to allow children to further explore, build and be creative.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 spoke to the childminder, four parents and children at appropriate times throughout the inspection.
- The inspector observed activities in the rooms where children play and in the garden.
- The inspector looked at children's learning journey books, planning documents and the childminder's self-evaluation form, children's records, a selection of policies and required documentation.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 2010. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and 10-year-old son in the coastal town of Cromer, in Norfolk. All areas of the ground floor of the property, plus the bathroom and one bedroom on the first floor, are used for childminding. The second floor is not used by minded children. There is an enclosed garden for outdoor play. The family keep two dogs, two cats, guinea pigs and a rabbit.

The childminder regularly attends local toddler groups and takes the children on a variety of outings. She collects children from the local schools and pre-schools.

There are currently 14 children on roll, four are in the early years age group who attend for a variety of sessions and 10 are school-age children who attend before and after school and during school holidays. The childminder cares for children Monday to Friday, from 7.30am to 6pm all year round 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:

- increase the resources and enhance experiences outside to offer children more choice and to extend their own development in all seven areas of learning
- strengthen partnership working by ensuring there are robust communication links with all the settings children attend, so that children fully benefit from a shared approach to supporting their 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 how children learn and ensures children play in a stimulating environment where they are provided with toys and activities which interest them. A well-planned playroom enables children to access a wealth of resources to keep them motivated to engage in independent learning through self-chosen activities. The childminder introduces a good balance of adult-led activities, which capture the children's interest and enhance their learning opportunities. For example, she places a vase of daffodils near the creative table, which is set with resources so children can make

their own paper flowers. Children are encouraged to look at the real flowers and think about why some are more open than others. Consequently, children's understanding of the natural world is effectively promoted alongside their creative skills. The childminder has developed effective systems to observe, assess and plan for children's learning needs. She observes children during their play and makes sound assessments of their abilities. Each child has an individual learning journey record, which clearly demonstrates the progress children are making, while photographs are used to illustrate the activities they enjoy and any new experiences, such as visits to the zoo. As a result, children are reaching expected levels of development and are well prepared for their next stage in learning.

The indoor environment is very stimulating and child-centred. However, the outdoor area currently does not provide extensive opportunities to cover all areas of development in an inspiring way. This means that children's learning outdoors is not always maximised, to continually allow them to play and explore for themselves. Children spend time in their local community attending various groups or community events, such as the carnival. A good range of resources are in place to help children gain awareness of the diverse society in which they live. They explore different festivals through planned activities, broadening their understanding of other cultures.

Children's communication and language development is well-supported by the childminder, who provides regular opportunities for them to speak, listen and join in conversations. They are encouraged to think and share their views, through the childminder's adept use of questioning. Older children's literacy skills are effectively promoted as they have lots of opportunities to read and write. Children are beginning to recognise shape, colour and number through everyday activities, which the childminder reinforces. For example, she counts out loud how many petals are on the flower template and repeats the colours of the paper children choose to scrunch up and stick onto their pictures. Consequently, children are also developing their hand and eye coordination skills as they tear coloured paper to make small balls and then carefully stick these onto the flower shaped template. Children demonstrate pride in their achievements, showing off their finished work. The childminder displays many of their pieces of artwork, either on the playroom wall or in books, valuing what the children do. This contributes to children developing in confidence and building their self-esteem. Children are very creative. They use a range of materials, such as pipe cleaners to weave, pom poms to make little faces or freely paint, draw and stick. Children express their thanks to the childminder by spontaneously making her 'thank you' cards, demonstrating the close relationship the children have established with the childminder.

The childminder works closely with parents and they share valuable information that promotes children's well-being and learning. Parents are encouraged to contribute to the assessment of children's starting points on entry to the setting and receive regular updates on their children's progress, both verbally and in writing. This means consistent care is provided and parents are able to support their children's learning at home. The childminder has effectively prepared for completing the 'progress check at age two' for the children in her care, when the need arises. Hence, she shows a good attitude towards meeting her responsibilities with regard to checking that younger children are meeting their expected milestones.

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

New children settle well because the childminder uses thorough introduction for every new child and family. She invites parents and children to visit several times, gradually getting to know the children and understanding their care routines and any interests or preferences. This supports consistent care between the childminder and home and helps children to make a smooth transition into the setting. Children are happy and clearly enjoy their time in the childminder's home. She provides a warm and family-like environment where parents and children are equally welcomed. Children have developed a strong bond with the childminder and other children who attend. Friendships are established outside the children's normal school peer groups and older children enjoy opportunities to play with their friends after school.

The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She sensitively reminds children of the rules within the home and reinforces good manners at all times. Consequently, children's behaviour is very good and they play well together, share and take turns with few reminders. Older children enjoy taking on particular responsibilities, such as making drinks for all the children as they come in after school. This builds children's self-esteem and helps them to become independent. Children also understand the importance on their health of drinking fluids after exercise, such as walking home from school. The childminder uses these opportunities to talk to children about road safety and children are familiar with the safety measures she uses to keep them safe whilst out walking, particularly in areas where there are no paths.

The childminder gently guides and supports children's understanding of maintaining their own personal care, such as washing their hands before eating. Meals and snacks are provided in accordance with parents' wishes, following the childminder's healthy eating policy. Children enjoy time spent outdoors in the fresh air. Older children set up their own games of football in the garden and younger children energetically ride small wheeled toys. Children often visit local parks, the woods or beach, where they also learn about the natural environment as they collect things of interest to them, such as small twigs, flowers or stones.

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, in order to ensure that she is able to work within the framework and meet her legal duties. She demonstrates a good understanding of the educational programmes and overall provides a wide range of interesting activities for the children to enjoy and learn from. Children are effectively safeguarded because the childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow should she have any concerns. She ensures that parents are fully aware of her role and responsibilities to protect all children in her care, by providing them with copies of her policies at the start of the minding arrangement. Suitability checks have been carried out

on all adults living on the premises and children are never left alone with anyone who has not been vetted. Effective procedures are in place to ensure that children play in a safe and secure environment. Risk assessments are completed for the home, outdoors and outings children take part in. These successfully identify dangers and the appropriate steps are taken to eliminate risk to keep children safe and secure. Documents, such as records of children's attendance are well maintained, which supports children's safety and welfare. The childminder maintains the required ratios of adults to children at all times. Through her careful planning and preparation, she is able to meet the varying needs of the children who attend. She knows the children well, therefore is able to provide individual support to children requiring this and monitor the activities of the older and much more independent children attending after school.

The childminder has a very positive attitude to the continual development of her provision. She attends training to update her knowledge and skills and meets with another childminder to share ideas and good practice. Parents' and children's views are regularly sought as part of the childminder's self-evaluation process, which enables her to make changes to her practice in response to suggestions they make. She has formed strong links with parents, which ensures that continuity in children's routines and development is maintained. Parents speak very highly of the childminder, commenting how happy they are with all aspects of the childcare that is provided and state that their children look forward to their time with her. The childminder is aware of the importance of working in partnership with others who provide care and learning for the children. However, this work has not been fully extended to include all practitioners who are involved with minded children. As a result, there is more to do to strengthen communication links with some partners.

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 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 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	EY410318
Local authority	Norfolk
Inspection number	912449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	01/12/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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