

Inspection date

10/12/2014

Previous inspection date

25/07/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 make good progress in their learning and development because the childminder plans activities to support their continuing progress and meet their individual needs and learning styles.
- The childminder places high priority on children's safety. Both the childminder and her assistant have a secure knowledge and understanding about their roles and responsibilities to protect children and keep them safe from harm.
- Children have established strong bonds and attachments with the childminder and assistant. They feel safe, happy and settled in this welcoming, stimulating childminding setting. This supports their emotional well-being and they display good levels of confidence and self-esteem.
- The childminder has developed strong and trusting relationships with parents. They value the time she and her assistant spend with their children and the information the childminder shares with them about their children's development and welfare.

It is not yet outstanding because

- The childminder occasionally misses opportunities to extend children's critical thinking skills through consistently using open-ended questions and allowing sufficient time for children to answer.
- 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 observed activities and spoke with the childminder, her assistant 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 her assistant, viewed her self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through written testimonials and information gathered as part of the childminder's own parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, in a village close to Downham Market, in Norfolk. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder takes children to and collects them from local schools and pre-schools. The family has a dog as a pet. The childminder works with an assistant. There are currently 13 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children Monday to Friday, from 7.45am to 6pm, all year round, except family holidays. The childminder holds a relevant childcare qualification at level 3. She receives 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:

- focus more precisely on developing children's critical thinking skills, by enabling them to answer questions with more than one possible answer and giving them time to think about and formulate their own responses
- enrich the opportunities for children to think more creatively, by increasing the range of natural materials and open-ended resources available for them to 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 gets to know children well and she is able to talk confidently about their interests and where they are in their learning and development. She talks to parents about their children's interests at home, routines and their stage of development when they first start. This means the childminder is able to provide activities that meet the individual needs of children and build on what they already know and can do. The childminder makes regular and meaningful observations of the children during their play in order to assess their next steps for learning and plan for their continuing progress. In addition, she plans a varied range of outings each week, which enhance children's learning opportunities further and that she knows the children enjoy. For example, she attends pre-school groups, takes children for walks and visits the family allotment. As a result, children socialise, learn about the local community and have good opportunities to learn about the natural world through real-life experiences. The childminder regularly offers them the chance to choose what they are doing and does not define how they should play. As a result, children are engaged in their learning and grow in confidence. The

childminder and her assistant support children's learning further as they join in their play. They comment on what children are doing and ask questions to seek out their ideas; however, on occasions the commentary is slightly less effective. This is because the childminder does not always remember to ask questions with multiple answers and sometimes answers the questions herself. As a result, children's critical thinking skills are not thoroughly maximised. Since the last inspection, the childminder has sought the support of childcare professionals and made improvements to the way that she tracks children's ongoing progress. This means that she is able to assess whether children are working comfortably at the expected developmental stage for their age. In addition, she has prepared to complete the required check for children between the ages of two and three years. Consequently, the childminder is now able to identify early any concerns regarding children's development and consult with parents to plan for any additional support required.

The childminder demonstrates a good understanding of why effective partnerships with parents are important and strives to ensure that parents are fully involved in their children's learning. She discusses their daily activities, routine care needs and noted progress with parents or carers as they collect children. In addition, younger children have a daily diary in which important information to be exchanged is recorded. The childminder shares with parents her written assessments of children's progress during parental consultation meetings, which enables parents to share their views and comments, and helps them to support children's learning at home. Parents also help contribute to the resources available. For example, by donating resources for the allotment or materials for junk modelling. In this way, the childminder ensures that parents are welcomed and involved in the childminding setting. The childminder creates displays of the special moments with children so they can share and talk about these with their parents and relive their experiences.

Children successfully develop the skills, attitudes and dispositions they need to be ready for the next stage in their learning and starting school. For example, they become confident individuals and develop good social skills as they play with other children in the setting or while out at pre-school groups. The childminder supports children's language development well. She engages them in conversation and ensures that all children have the opportunity to speak and be listened to. Children hear language and conversations from a young age because the childminder and assistant talk to them all the time, using simple language and short sentences. They introduce new words and repeat these, encouraging children to copy. Children are praised for their efforts, as well as their achievements, promoting their self-esteem. They thoroughly enjoy books and frequently choose a favourite story. Some children choose to sit comfortably on the childminder's lap while the assistant reads. He is animated while reading, engaging children so they listen attentively. Older children predict what might happen next and join in repeating sentences while younger children join in the actions. Children learn that print carries meaning because signs are evident. For example, storage boxes are labelled with words and pictures, which helps children to independently select what they would like to play with. Planned singing and music sessions enable children to explore different instruments. The childminder uses props, such as plastic ducks or boats to prompt children to guess which song to sing and they enthusiastically join in. Children are naturally creative, enjoying opportunities to paint, draw, chalk, stick and make things with malleable materials such as

dough. However, there is scope for the childminder to provide even more opportunities for children to think creatively, by increasing the range of natural materials and open-ended resources available for them to use in a variety of ways. The childminder encourages children to recognise numerals, colours and letters as they complete puzzles or play games. They enjoy many opportunities to make marks, therefore encouraging early skills for writing.

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

The childminder and her assistant have formed strong bonds with children they care for. Children happily go to either one of them for affection or reassurance and thrive on their attention. The childminder's home is a warm and welcoming environment and children clearly enjoy the time that they spend there. The childminder celebrates children's individuality throughout her provision. For example, she prepares nametags for each child's peg, she displays their photographs and artwork to celebrate their achievements and remember good times together. In this way, children feel a very strong sense of self-worth and belonging in the setting. The childminder works very closely with her assistant to ensure that all relevant information about individual children is shared, so that they can offer flexible but consistent care and learning, to meet each child's needs. The childminder has built trusting relationships with parents, which help to ensure that children feel emotionally safe and settle quickly in the setting. Flexible settling-in sessions, based on children's and parents' needs, help the children to become accustomed to the environment, the childminder, assistant and other family members. Good information is gathered from parents about children's routines, preferences and interests, 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 children settle quickly. The childminder and assistant are sensitive to children's moods and behaviour. For example, they note when children become tired and provide their comforter and a cuddle, before settling to sleep in a travel cot. In addition, they ensure that milk or drinks are available. This means that children's well-being needs are met well. Young children respond to the childminder's interactions with smiles, while older children confidently express their needs and ask for help when needed. This shows they feel emotionally secure. Children behave well and are kind and caring. The childminder and assistant use a consistent approach to managing children's behaviour, which enables children to understand expectations and to adapt their behaviour where necessary.

Children are well supported in their transition into other settings and school. This is because the childminder teaches them to socialise with one another and enjoy each other's company. They become confident, independent in their self-care skills and learn to communicate well while in the childminding setting. The childminder talks to children about other settings they may move on to, visits these with the children and encourages teachers or nursery staff to visit children in her setting. This means children become familiar with adults who will be caring for them and the school or pre-school environment to ensure that they are confident and well prepared.

The childminder promotes healthy lifestyles through everyday routines and experiences. Children benefit from regular activities outdoors, either playing in the childminder's garden, visiting local parks or going for walks. They visit the allotment, which the childminder is developing with the support of the parents and members of the local community. This means that children regularly enjoy fresh air and exercise. The childminder reminds children about safe practice, for example, to walk indoors so that they do not bump into each other and hurt themselves or other children. Children learn to take care of their personal health and hygiene because the childminder encourages them to wipe their own noses, clean their hands, use the toilet independently and help themselves to drinks when thirsty. Parents provide children's meals and the childminder provides information and ideas on healthy eating to guide the parents. Mealtimes are social occasions when all children sit together with the childminder and assistant.

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

This inspection follows a previous judgement of inadequate and one monitoring visit. The childminder now has a good understanding of how to meet the requirements of the Early Years Foundation Stage. Consequently, she is able to work within the framework and meet her legal duties. She has robust policies in place, some of which she has updated recently to ensure that she is compliant with requirements. For example, she has updated her knowledge of safeguarding procedures regarding the use of mobile telephones and cameras in the provision, in order to safeguard children's welfare. The childminder has a competent knowledge of how to safeguard children effectively and has attended relevant training. She has a good awareness of the signs and symptoms of abuse, to help her recognise if a child is at risk of abuse or neglect and knows what to do if she has any concerns about a child in her care. In addition, she ensures vetting procedures are carried out on those living in her home or working with children, to check they are suitable. The childminder works closely with an assistant who is familiar with the policies and procedures. She ensures that required documentation and records are completed accurately and that the required information is present, to protect children. The childminder carries out effective risk assessments of her home and garden, to make sure that any environments that children use are secure and well organised. This means that children play and learn in a safe and secure environment.

The childminder has taken swift action to address the actions set at the last inspection and made sustained improvements since her subsequent monitoring visit. For example, her safeguarding knowledge is secure, she keeps required records of children's attendance and of any complaints received, and has developed effective systems to assess and track children's progress from their starting points. As a result, children are making good progress and their welfare is safeguarded. The childminder actively seeks the advice and support of other childcare professionals and successfully implements new ideas and practices into her daily routine. She carefully evaluates these to see how effective they are in improving the outcomes for children. The childminder effectively uses self-evaluation to assess the service that she provides and has a clear action plan to target future improvements in a timely way. The childminder also seeks and responds positively to the

feedback from parents, gathered during parent consultations, questionnaires and general discussion. Therefore, she shows a true commitment to continually improving her service for children and their families.

The childminder and her assistant both hold relevant childcare qualifications at level 3 and attend shorter training courses to enhance their knowledge on specific aspects of children's learning and development. There are arrangements in place for peer support for the professional development of the childminder and her assistant. The childminder has recently implemented effective systems to monitor her work in delivering the early years curriculum to children. She has in place appropriate documentation to ensure children are making progress in line with the expected milestones and ensure that teaching methods are meeting children's needs. Early indicators show that this new system is successful in supporting children's learning and good developmental progress. The childminder has established very strong working relationships with parents. There is an effective two-way flow of communication enabling the childminder and parents to share information to ensure that the changing needs of children are met. Children's progress is regularly shared and parents are able to see and contribute to any assessments of their children's progress. Parents provide very positive feedback about the childminding provision, commenting that their children are happy, settle quickly, enjoy a wide range of activities and that any specific needs are very well met. The childminder is aware of partnership working to secure support for children with identified needs and understands the need to work with other professionals to ensure early intervention if necessary, so all children's needs are effectively met. She has good links with the local pre-school and school and understands how to work with key persons or teachers when children attend other settings, to ensure continuity for children in their care, learning and play.

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	EY425277
Local authority	Norfolk
Inspection number	985271
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	25/07/2014
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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