

Inspection date	08/11/2012
Previous inspection date	09/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and well cared for. They settle well because the childminder follows well-established routines and he provides sensitive support to promote their developing self-care skills.
- Children are cared for in a bright and spacious dedicated playroom which contains all the facilities to support their care and welfare. The large outdoor area provides many opportunities for physical play.
- Children enjoy freshly prepared home cooked meals, such as soups or casseroles containing meat and vegetables.

It is not yet good because

- The childminder does not use observation and assessment effectively to plan for children's next steps in developmental progress.
- Children do not have regular opportunities to experience signs, symbols and labels in their everyday play environment to promote their interest in the written word.

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 compulsory part 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 childminder's home and garden.
- The inspector held discussions with the childminder and co-childminder.
- The inspector viewed evidence of suitability, qualifications, risk assessments and a range of other documentation.
- The inspector spoke to one parent and viewed comments from parents supplied by the childminder.

Inspector

Gill Thornton

Full Report

Information about the setting

The childminder was registered in 2011, he works with his wife, who is his co-childminder, from their house in Kings Lynn in Norfolk. They have two children, one aged under one year and one aged seven years. His mother-in-law, who works as their assistant, also lives with them. Children are mainly cared for in the dedicated playroom in the large conservatory. There is a fully enclosed garden available for outdoor play. The childminder is also registered on the compulsory part of the Childcare Register.

The childminder's service operates all year round from 7.30am to 5pm, Monday to Friday, except for family holidays agreed in advance. There are currently 11 children on roll, all of whom are within the early years age group. Children attend for a variety of sessions. The childminder supports children for whom English is an additional language and takes and collects children from local schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment, based on observations of individual children's levels of achievement, interests and learning styles is used to plan motivating learning opportunities and support progress in all areas of learning and development.

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

- create an environment rich in print, where children can learn about words, both in English and their home language.

Inspection judgements

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

The childminder's home provides children with a warm and welcoming play environment. The bright and airy playroom contains a good range of child-accessible storage facilities. Consequently, children can choose from a wide range of toys and resources which promote their interest and enjoyment. The childminder knows the children in his care well and uses this knowledge to provide a balanced range of suitable activities, that he knows the children will enjoy. For example, adult-led activities, such as drawing, cooking or dancing are planned each week and are adapted to reflect children's different ages and capabilities so that each child can take part at their own level. However, the childminder does not observe children to identify and plan for possible areas in which to challenge or extend their current interest or development through the Early Years Foundation Stage. For example, although a child displays an interest in making marks with pens, no specific age-appropriate activities are planned to develop this interest. As a result, children are not fully supported in acquiring the skills and capacity to help them be ready for their next stage in learning.

Children learning English as an additional language receive good support in their home language because the co-childminder is from the same cultural background as most of the

mindful children. As a result, children learn to value their own language and establish a strong foundation for their developing use of English. The childminder uses simple words and phrases in English during children's play. For example, following a young child's interest in playing ball saying 'well done' when they attempt to knock down skittles and clapping and shouting 'goal' as they kick a football. Consequently, children have sufficient opportunities to reach an appropriate level of spoken English to support their transition into school. Parents complete a relevant 'about your child' record when their child starts at the childminder's which provides useful information on their child's family background, likes, temperament and behaviour to help promote consistency of approach.

Older children sing along to English nursery rhymes playing on the television, which is kept on most of the time in the background to help children become familiar with English. Some written information, such as 'welcome' in different languages, is displayed on the windows. However, this is out of the line of sight for most children, and the playroom contains little use of signs or examples of the written word, at child height. As a result, there are few opportunities for children to show an interest in print in their everyday environment. The childminder supports children's play with care and enjoyment. For example, when a child dresses up as a doctor he shows sensitivity to support a younger child who is not keen on being the doctor's 'patient'.

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

Children are happy and settle well in the childminder's care. They soon become familiar with the well-established routines. As a result, they feel secure because they know what is expected of them. For example, children eagerly start putting on their own coats and outside shoes as soon as they know it is time for outdoor play. Even the youngest children confidently attempt to put on their own shoes because the childminder allows them time to try for themselves. Consequently, children develop confidence in their own abilities and are therefore prepared to tackle new tasks and develop their independence. The child-sized toilet and hand washing facilities within the playroom provide children with opportunities to develop their own self-care skills. The childminder supports young children's developing interest in their own personal needs. For example, observing a young child's interest in sitting on a potty and removing their nappy and praising them for trying to use the potty while he fetches their clean nappy.

Children have many opportunities to develop their understanding of the importance of physical exercise as part of a healthy lifestyle. They have space indoors to practise their physical skills in comfort and safety and children enjoy access to the large outdoor area on a daily basis. This area is well-resourced with a range of interesting equipment including a play house, climbing equipment, swings, ride-on toys and a covered decking area with role play resources and sand play. A planting area provides children with opportunities to learn about the natural world as they grow their own fruit and vegetables. Children enjoy tucking in to healthy options at lunchtime while they sit together at the well-designed seating area in the playroom.

The childminder uses consistent strategies to promote children's understanding of

appropriate behaviour. For example, sensitively providing another toy of the same type to avoid a dispute when two children both want the same rocker. Children are often in no hurry to go home when their parents arrive to collect them.

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

The childminder demonstrates an appropriate commitment to improving his practice. Since his last inspection he has focussed on enlarging the playroom and providing children with more resources and facilities to promote their care and well-being. However, he has not updated his knowledge and understanding of the Learning and Development requirements of the revised Statutory Framework for the Early Years Foundation Stage. As a result, an effective system of observation and assessment is not in place to monitor and support children's individual progress through the Early Years Foundation Stage.

The co-childminder takes responsibility for maintaining the required documentation to ensure children are cared for according to their parents' wishes. Policies are translated into parents' home languages so that they can be confident in understanding the care provided. The childminder has a secure understanding of his responsibilities to safeguard children and the action to follow if he should have a concern. Suitable risk assessments are carried out on all areas accessed by the children, and on outings, to identify possible hazards and the steps required to ensure children's safety. Consequently, children are safe and secure in the childminder's care. The childminder shares responsibility for children's day to day care and development, whereas the co-childminder takes responsibility for ensuring the safeguarding and welfare requirements of the Early Years Foundation Stage are met. As a team they work well together to provide children with a supportive and inclusive environment.

Parents receive adequate information about what their children have done each day. Parents comment on how happy their children are in the childminder's care and they value the benefit to their children of being able to play in a large outdoor area.

The Childcare Register

The requirements for the compulsory 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	EY433271
Local authority	Norfolk
Inspection number	890811
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	10
Number of children on roll	11
Name of provider	
Date of previous inspection	09/02/2012
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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Piccadilly Gate
Store St
Manchester
M1 2WD

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