

Inspection date

Previous inspection date

20/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 through play and free exploration. She carefully observes the 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 have formed strong bonds and attachments with the childminder. This means that they are confident, happy and sociable and have a firm base from which they make good progress in their learning.
- The childminder has developed strong and trusting partnerships with parents. They value the time she spends with their children and the information she shares with them about their children's development and welfare.
- The childminder takes positive steps to safeguard children, ensuring her premises are safe and children are learning how to keep themselves safe, through everyday activities and planned topics.

It is not yet outstanding because

- There is scope to provide younger children with opportunities to explore and investigate a wider range of sensory items of various textures and materials.
- Continuity of learning for all children is not consistently supported between the childminder and other settings delivering the Early Years Foundation Stage that some children attend, because there is some inconsistent sharing of information.

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 a specific activity planned by the childminder and discussed the aims and the learning intentions with her.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents provided through their written references and from information included in the childminder's parent survey.

Inspector

Lindsey Cullum

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and two months, in Sprowston, Norwich. The whole of the ground floor, plus the main bedroom on the first floor, are used for childminding. There is an enclosed garden for outdoor play. The family has a dog and guinea pig as pets.

The childminder attends activities at the local children's centre and visits the park, shops and library on a regular basis. She collects children from the local school.

There are currently four children on roll, three are in the early years age group and attend part time and one is school-age and attends after school. The childminder cares for children Monday to Friday, from 8am to 5.30pm, 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:

- provide further opportunities for babies and young children to develop their curiosity while they investigate and explore a wider range of sensory items and natural materials, such as, sand play or provision of treasure baskets
- support the continuity of children's learning by strengthening the partnerships with all settings delivering the Early Years Foundation Stage to children, so that there are regular and consistent opportunities to share information about children's learning and development.

Inspection judgements

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

The childminder's good teaching practice is based on her secure knowledge and understanding of how to effectively promote the learning and development of young children. She has high expectations for all children, based on accurate assessments of their prior skills, knowledge and experiences and the detailed information she gathers from parents when their children first start in her setting. This information is well used to form the basis of children's assessment records. Well-presented books for each child document their achievements and include examples of their artwork plus photographs showing children enjoying the activities. Good consideration is given to children's age and

interests, as the childminder attractively sets out a choice of resources each day. This, in addition to the good range of toys, which are easily accessible in one of the bedrooms, enables children to make choices about what they would like to do. Children move freely between rooms and are becoming independent and active learners. The childminder completes regular and precise observations of the children's interests, capabilities and learning styles, in order to identify their next steps for learning. This means she is able to plan activities according to each child's individual needs and interests, with sufficient challenge, so that all children make good progress in their learning and development. Consequently, children are meeting their expected levels of development, with some exceeding in specific areas, such as their physical skills. Children's progress is consistently tracked to ensure any concerns regarding their development are identified early and appropriate intervention is sought. The childminder is successful in encouraging parents to contribute in different ways to their children's learning and development. They are helped to support their children's learning at home through frequently discussing with the childminder the activities she has planned and by sharing information on their children's changing needs.

The childminder encourages children's communication skills through effective interaction. She talks to children throughout activities, commenting on what they are doing and asks questions to encourage their thinking. She teaches them new words during their play, encouraging children to copy and repeat. Children thoroughly enjoy books and frequently choose a favourite story, before settling themselves comfortably on the childminder's lap to listen while she reads. Regular visits to the library and the development of her own library scheme, mean that older children's enjoyment of books is actively promoted as they carefully select books to take home and share with their parents. The childminder is a good role model for children, joining in their activities with enthusiasm, demonstrating how things work and allowing children time to try for themselves. For example, she supports children well to become successful in building brick towers by giving them simple instructions and encouragement to keep trying. Simple mathematical concepts are also introduced, such as, comparing the height of the towers children build. The childminder counts as children add another brick to the tower and teaches children to recognise the different coloured bricks they are using. Children receive frequent praise, beaming with pride and clapping at their own achievements. The childminder uses sensitive and playful interactions to promote children's interest and curiosity. For example, she shows children how to roll different shaped tubes, but when children choose to look through these, she initiates a game of peek-a-boo, triggering lots of laughter. The childminder provides younger children with some sensory experiences as she has begun to consider developing treasure baskets. However, these do not currently encourage children to explore using all their senses and opportunities to explore different textures, such as sand and paint are generally limited to activities outside the home, such as, toddler groups. Children enjoy making marks with chalks and pencils, exploring electronic cause and effect toys and manipulating the buttons, which helps develop their hand-eye control and manipulative skills.

The childminder extends children's experiences by involving them in local toddler activities. Children begin to socialise with their peers and learn about their local community while on outings with the childminder. She involves children in fund raising events, such as, filling a box for charity so children begin to understand the needs of

others. Children enjoy their time with the childminder and have formed close bonds with her, supporting their emotional development. They are confident, happy, becoming independent and learning to communicate well, developing the necessary skills in readiness for school and the next stage in their learning.

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

Children are happy, settled and develop a strong sense of belonging as their individual needs are supported well. A very child-centred, welcoming and safe environment is provided, where children happily initiate their own play and are keen to take part in planned activities. The childminder is a good role model. She ensures that children acquire important skills, such as, listening and following simple instructions, concentrating and self-care. Children learn to share, take turns, respect and care for others, through the childminder's calm guidance. Consequently, they are confidently prepared for the next stage in their learning when they start pre-school or school.

The childminder has quickly built warm and trusting relationships with parents, which help to ensure that children feel emotionally safe and settle quickly in the setting. Flexible settling-in sessions, guided by the children and parent's needs, help the children to become accustomed to the environment and get to know the childminder and other children attending. Good information is gathered from parents about children's routines, preferences, needs and capabilities 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.

Children are learning about healthy lifestyles. They regularly go outside for active play and visit the local park, developing their large muscles and physical skills while enjoying the fresh air. Children enjoy riding small wheeled toys indoors or dancing to music, learning that exercise is fun. Children develop positive attitudes to healthy eating, since the childminder offers freshly prepared, nutritious meals and snacks as necessary. Children's preferences and dietary needs are carefully considered when planning menus and children are encouraged to eat a range of foods. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she teaches safe road crossing practices while walking home from school with the children. Furthermore, she plans activities or uses spontaneous opportunities to discuss safety with children. For example, she initiates role play around handling sparklers safely near fireworks night and chats with children about stranger danger while on outings. Children access resources which positively reflect our diverse society and the childminder plans activities around different celebrations and festivals, promoting children's understanding of the wider world. Children develop their understanding about appropriate behaviour through the childminder's consistent routines and the positive example she sets. As a result, children's behaviour is good.

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

The childminder has a good understanding of her responsibilities for meeting the learning and welfare requirements of children in her care. She has a secure knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with an informative pack when their children start attending her setting. Appropriate checks on adults are carried out to safeguard children and their welfare is closely monitored. Comprehensive risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify potential dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure. The childminder provides a stimulating, child-focussed environment, where children enjoy their learning and grow in confidence. A clear set of policies effectively support the childminder's practices and the required documentation is fully completed and confidentially stored.

The quality of teaching is good. The childminder has completed the required training and undertaken thorough research since her registration, which has led to an increased knowledge and understanding of how to precisely assess the progress children are making in her care. As a result, she accurately matches her planning to their individual learning styles and their developmental needs. Furthermore, the childminder regularly monitors children's progress to ensure that there are no gaps in learning and all children are working comfortably within the typical range of development expected for their age. The childminder has a very positive attitude and strong commitment to improving the service she provides, for parents and their children. She constantly reflects on her provision and practice and seeks the views of parents and children to help her shape the future development of the service she offers. Parents provide very positive comments in their written references about the care and learning opportunities their children receive and express how much they value the support they receive from the childminder.

The partnership with parents is strong. Information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. Parents are kept fully informed about their children's routines, activities and achievements while with the childminder, through daily contact and access to their children's assessment records. The childminder understands her role to work in partnership with other providers and schools. She has formed links with the local pre-schools, however, not with all the pre-schools that the current minded children attend. Consequently, information is not always consistently shared to assist in supporting each pre-school child's achievements. Younger children accompany the childminder to the local school where she collects their older siblings. This helps younger children to become familiar with the school environment and means that children are supported in making transitions as they become of school age.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY461056
Local authority	Norfolk
Inspection number	919724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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