

<b>Inspection date</b>	27/11/2012
Previous inspection date	18/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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's learning and development is fully supported as the childminder is actively involved and engaged with them in the activities provided.
- The childminder provides a wide range of resources and activities which help to support children's individual interests and learning.
- Continuous improvement is maintained as the childminder has undertaken a review of her practice and implemented changes to benefit children and she is keen to attend further training to support her ongoing professional development.
- Children feel safe and secure with the childminder, who provides a caring environment where children's home routines are followed.

#### **It is not yet outstanding because**

- There is further scope for the childminder to enable parents to share information about their children's learning at home so that the childminder has a sharply focused picture of children's achievements.

## 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 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 downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys and diaries, feedback from parents, the childminder's self-evaluation form and a selection of policies and children's records.

## Inspector

Debbie Kerry

## Full Report

### Information about the setting

The childminder was registered in 2002. She lives with her family in Yoxford, Suffolk. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. There is a small step to access the premises. The childminder takes and collects children to and from local schools and pre-schools. The family has one dog, two rabbits and two horses.

The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. There are currently three children attending who are in the early years age group. Children attend on a full-time and part-time basis. The childminder also offers care to children over five to 12 years and supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- enhance the partnership with parents to ensure that parents have the opportunity to contribute information from home and their own observations about their child's progress, into children's learning journey records.

### **Inspection judgements**

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

The childminder has developed her knowledge of the seven areas of learning and provides a range of activities and resources that engage and capture children's interests. Children's learning journey records include photographic evidence of the activities they have completed as well as observations made of children's learning. The childminder refers to 'Development Matters in the Early Years Foundation Stage' to help her in providing appropriate activities to help her in providing appropriate activities to support and promote individual children's learning. As a result, children make good progress.

Children's independence is promoted well as they make choices about what they play with; there are small world and role play resources, which children use to develop their creativity and imagination. For example, children choose play food 'to cook and make drinks' for the childminder. Children choose books to look at and the childminder reads stories to them. This helps to develop children's interests in literacy ready for school. Children use resources to make marks to support their early writing skills, for example, by making patterns on a magnetic writing pad. The childminder interacts well with, and listens closely to, children, fostering their language and communication development well. Children access tills and press-button toys, to develop their knowledge of technology.

The childminder supports children with completing puzzles, to develop their understanding of shapes and size. The childminder discusses children's progress and exchanges information with parents when they collect their children. However, there is further scope to give parents opportunities to share information specifically about their children's learning at home, to ensure the childminder has a sharply focused picture of children's achievements both in her setting and at home, when planning for their future learning.

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

The childminder ensures that children are given time to settle and encourages parents to bring them for trial visits so they are fully supported in getting to know her when they start. Children's individual health and dietary needs are recorded and the childminder ensures that these are respected. Children move around freely as they play and push wheeled toys around; they access the garden to support their physical development. Children are taken for regular walks in the countryside to help them learn about their environment and this also promotes their health through fresh air and exercise. They can look at the horses and search for natural items, such as leaves, sticks and feathers, which they use for craft activities. Children regularly visit local groups to support their social interaction and communication skills. This also helps them to build up confidence in situations away from the childminder's home, which supports them for when they make the transition to school.

The childminder gets down to children's level and joins in with their play to support their learning with the resources and activities provided. The childminder asks children what they want to do and they are able to self-select resources and activities from the range in the playroom. This helps to promote children's independence and allows them to make choices about what they play with. Children learn about the wider world and other cultures through a range of resources, such as books and small world toys. The childminder finds out as much information as possible in order to support children's own backgrounds and beliefs. The childminder also undertakes a range of different activities based on other festivals throughout the year, so that children learn to appreciate different cultures and traditions.

Children behave well, they interact and are able to communicate their needs and interests freely to the childminder. The childminder promotes their confidence and self-esteem through giving praise and positive encouragement for their achievements. Children are self-motivated, involved and fully engaged, as they explore resources. For example, they spend time looking at the play food items and putting them in and out of containers which helps to extend their learning and develops concentration.

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

The childminder has a clear understanding of her role and responsibility with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has in place clear procedures to follow should she have any concerns for a child's welfare. The childminder has completed safeguarding children training, to develop her knowledge and understanding. She displays her safeguarding children statement and local contact details so that parents are made aware of the procedures she has in place. The childminder ensures that there are no hazards accessible to children as she has completed risk assessments on all areas of her home and garden. The childminder has a clear plan and procedure for emergency evacuation and practises this with children on a regular basis. This helps children to develop a clear understanding

on how to remain safe.

The childminder has sought advice from the local authority to help with developing her practice. As a result she has undertaken further training about the revisions to the Statutory Framework for the Early Years Foundation Stage. This has helped her to develop her knowledge with regard to undertaking the observations and assessment for recording children's progress. The childminder has incorporated the use of the revised documentation of the Statutory Framework for the Early Years Foundation Stage, which has helped her in supporting children's learning and development well. To further consolidate her learning and knowledge she reviews further training opportunities to ensure her practice continues to help support children's progress.

The childminder shares her range of policies and procedures with parents, to provide them with information about her practice. She keeps parents informed about their child's day verbally when they are collected. As a result of feedback on her practice, she now also writes a daily diary detailing what children have been doing each day while in her care. This ensures that parents have a record of their child's day and the activities they have been involved in. No minded children currently attend any other early years settings. However, the childminder is aware of the importance of developing relationships to exchange information in order to support children's ongoing progress if and when they start to attend early years provision elsewhere.

### 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. 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

<b>Unique reference number</b>	EY236670
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	819643
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2009
<b>Telephone number</b>	

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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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