

Inspection date

Previous inspection date

06/02/2013

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 good knowledge and understanding of how young children learn. She carefully observes to assess their skills and interacts effectively to promote their learning through play.
- Children are happy, motivated and interested in their play. They show good levels of independence and curiosity as they easily move around the welcoming, child-friendly environment and select the resources they would like to play with.
- Warm, caring relationships have been established, which ensures that children feel safe and the childminder consistently follows each child's routines, so their needs are well met.
- The childminder gives children's language development high priority. She uses techniques learnt through additional training to provide opportunities for children to become confident communicators.

It is not yet outstanding because

- Resources and activities, which support younger children's sensory development are slightly limited, both indoors and outside.
- 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 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 the children and spoke to the childminder at appropriate times during activities in the rooms where children play.
- The inspector looked at children's learning journey books, planning documents and the childminder's self-evaluation, children's records, a selection of policies and required documentation.
- The inspector was unable to speak to parents during the inspection, but took account of their views provided through written references and comments in their children's records.

Inspector

Lindsey Cullum

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, eight and two years, in Worlingham, Beccles. The whole of the ground floor of the premises is used for childminding. There is a fully enclosed patio area available for outdoor play and also a low-fenced garden.

The childminder attends the local childminder group and children's centre. She visits the local shops, park, library and pre-school groups on a regular basis. Older children are taken to and collected from the local schools.

There are currently five children on roll, three are in the early years age group, who attend for a variety of sessions and two are school-aged children, who attend before and after school. The childminder cares for children Monday to Friday, from 7.30am to 5.30pm, all year round, except for family holidays.

What the setting needs to do to improve further

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

- create an environment rich in print, where children can continue to learn about words and that print carries meaning
- enhance the range of everyday objects and natural materials, such as treasure baskets, for babies to explore and investigate using their senses.

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, welcoming and child-friendly play environment. Careful planning by the childminder means that children are able to choose from a wide range of toys and resources, which stimulate their interest and enjoyment. Good consideration is given to children's interests and experiences as the childminder attractively sets out resources each day. For example, she creates an airport scene, so that children can role play traveling by aeroplane or share their experiences through imaginative play. The childminder knows the children she is caring for very well and uses this knowledge to provide a good, balanced range of activities and outings each week, which she knows they will enjoy. The childminder carefully observes the children during their play and uses this information effectively to support them in taking the next step in their learning. For example, children learning to walk are provided with sturdy equipment and resources, which encourage them to pull themselves to standing, while engaging them, so they want to be up on their feet and exploring. Children's progress is consistently tracked to ensure that there are no gaps in learning and all of them are working comfortably within the typical range of development expected for their age. The childminder plans activities from children's interests and uses imaginative ideas. For

example, providing props, so children can recreate a story about flying around the world on a carpet. She links activities to the story, such as cooking foods from the different countries they pretend to visit, which enhances children's learning opportunities. Therefore, children are active learners and are involved in and concentrate on their chosen activity for increasing periods of time. This supports their readiness for the next stage in their learning.

Parents are encouraged to and participate in contributing their observations of children's progress. They are helped to support their children's learning at home through frequently discussing with the childminder the activities that she has planned and by sharing information on their children's changing needs. The childminder has initiated contact with other settings delivering the Early Years Foundation Stage to children attending her setting, contributing to consistency in care and learning for each child. Daily diaries detail the day's events and activities enjoyed by the children. Parents' comment they highly value these records, along with the regular summary of achievement reports, which they receive, ensuring that they are fully involved and contribute to all aspects of their children's learning and development.

Children have formed a strong bond with the childminder and look to her for help and support. They snuggle on her lap while drinking their bottle and thrive due to her warm and nurturing approach. Individual time and attention is provided, when the childminder focusses her time on developing children's skills or encouraging them to try new experiences. For example, she provides painting and allows children time to explore this media before extending this by providing additional materials, such as items for printing. The childminder is a good role model for the children. She joins in their activities with enthusiasm, demonstrating how things work, allowing children time to try themselves and solve problems, asking questions, which encourages them to think and helping children to play cooperatively, share and take turns.

Children enjoy simple activities, such as emptying and filling or posting. They are developing increased muscle control as they repeatedly post objects through holes, which decrease in size, providing appropriate challenge. The childminder makes this into a fun game, commenting on what they are doing while introducing new words, such as 'push'. Children eagerly copy and demonstrate their understanding as they use the word in context while pushing the toy car along. The childminder offers frequent praise and children are clearly proud of their achievements. She has a good display of books and spends time reading stories with the children. However, the play areas contain little use of signs or examples of the written word. Therefore, children have limited opportunities to show an interest in print in their everyday environment.

Children enjoy exploring and experimenting with electronic toys, pushing buttons to create sounds. In particular, they relish playing the small guitar, confident of how to turn this on, so it plays music, which they move to. Children explore different creative materials, such as dough and paint, but less opportunities are provided for them to explore their senses through the use of everyday objects or natural materials. The childminder makes effective use of outings in the local vicinity, such as visits to a pre-school music group, the library, shops and park to provide worthwhile experiences, which enhance children's

understanding of the world and real life situations.

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

The childminder has quickly built warm and trusting relationships with parents that help to ensure that children feel emotionally safe and settle quickly in the setting. Children's behaviour shows that they feel secure in the childminder's care. They enjoy the childminder's company and involve her in their play. Children happily initiate their own play and are keen to take part in planned activities. The childminder is a consistent and calm role model for the children. She provides clear guidance for them about what is acceptable behaviour and is consistent in the strategies used. The childminder also appreciates that sometimes children become frustrated and tired and provides quieter activities, so they can rest. Friendships are developing and children are learning to respect and tolerate each other's differences. Settling-in sessions help the children to become accustomed to the environment and the childminder. Good information is gathered from parents about children's routines, 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.

The childminder has a good knowledge and understanding of the importance of healthy eating. Children enjoy healthy, nutritious meals and snacks, which are freshly prepared by the childminder. Children's preferences and dietary needs are carefully considered when planning menus and they are encouraged to eat a range of foods. Meals are social occasions with all children seated at the table. Children are developing good self-care skills as they feed themselves and older children independently use the toilet and wash their hands. They confidently express their needs and are acquiring important skills, such as listening and following simple instructions. Children develop good social skills as they mix with other children in small or larger groups at local toddler or activity groups. Consequently, children are confidently prepared for the next stage in their learning when they start pre-school or school.

Children develop positive attitudes to active, physical play as the childminder provides lots of opportunities for them to play outdoors. They develop good muscle control as they climb and slide, ride small wheeled toys or play games with balls or hoops. The small playhouse encourages children to enjoy imaginative play outdoors in the fresh air.

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

The childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow. She ensures that parents are fully aware of her role and responsibilities to protect all children in her care. Comprehensive risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify dangers and the appropriate steps are taken to eliminate risk to keep children safe and protected from harm. The childminder creates a welcoming and safe

environment where children enjoy their learning and grow in confidence. She has a clear set of policies, which effectively support her practices and are shared with parents, so they are fully informed from the start of the minding arrangement.

The childminder supports all children in their learning and development through the Early Years Foundation Stage. She has developed informative 'special books' for each child, which contain photographs and detailed, written observations of children's achievements. These books are frequently viewed by parents, who provide very positive comments about how much their children enjoy time with the childminder and how the outings and activities help them to develop many new skills. This good partnership working makes a strong contribution towards meeting children's needs. The childminder is in the process of developing partnerships with other providers where children attend more than one setting, so that consistency in their care and learning is secured.

The childminder is extremely motivated and is committed to continuing her professional development by accessing further training. She follows advice and guidance from the local authority and uses the local childminding group for support. Parents' views are incorporated into her monitoring of the educational programme and a questionnaire is used to gain their feedback about her practice. The childminder has completed a realistic and honest evaluation of the provision and has planned how she intends to bring about further improvements in the future.

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

Unique reference number	EY447910
Local authority	Suffolk
Inspection number	806722
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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 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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