

Inspection date	28/02/2013
Previous inspection date	08/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy, settled and have good relationships with the childminder and her assistants.
- The childminder and her assistants use their secure knowledge of the Early Years Foundation Stage to plan interesting and stimulating experiences which support children's interests.
- Children's safety is given a high priority as the childminder takes all the necessary steps to keep children healthy and safe.
- Children develop a good understanding of the importance of leading healthy lifestyles through regular exercise and healthy, balanced and nutritious home-cooked meals and snacks.
- The childminder and her assistants speak a number of languages, which means that children with English as an additional language are well supported as they are able to talk in their home languages and English.

It is not yet outstanding because

- Children do not have an attractive and permanent book area where they can share books with adults or sit quietly and enjoy looking at books for themselves.

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 indoor environment.
- The inspector held discussions with the childminder and her assistants.
- The inspector discussed and looked at children's assessment records and planning documentation.
- The inspector discussed and looked at evidence of suitability and qualifications of practitioners working with children.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Ipswich, Suffolk, with her adult child and one child aged 13 years. The whole ground floor of the house and the rear garden are used for childminding. The family has two cats.

The childminder collects children from the local schools and pre-schools. She works with two assistants. There are currently 20 children on roll, who attend for a variety of sessions. The childminder operates all year round from 4.30am to 9.30pm, Monday to Friday, except Bank Holidays and family holidays. She supports children with English as an additional language.

What the setting needs to do to improve further

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

- create an attractive book area where children and adults can enjoy books together, and increase the range of books to include factual and fiction books.

Inspection judgements

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

The childminder works on a full-time basis with two assistants. Together, they demonstrate a secure knowledge of childcare practice and the requirements of the Early Years Foundation Stage. Regular observations on what children can do enable them to maintain clear records of the progress each child is making. This information, along with information about children's interests, is used to guide planning and ensure that activities are relevant to children. Therefore, children make consistent progress towards the early learning goals. They enjoy exploring the exciting and easily accessible range of activities and resources which ignite their interests and encourage imaginative play. Overall, children are well supported in the prime and specific areas of learning, as there are many resources to choose from.

Children enjoy daily story times sitting with the childminder and her assistants on big floor mats and cushions. However, there is no permanent area to encourage children to read stories and develop a love of books. Children have many opportunities to develop early writing skills, as there are a good selection of resources to encourage children to draw and enjoy writing for a purpose. Displays of children's artwork around the setting show the emphasis that the childminder places on encouraging children to draw and develop their mark-making skills. Some of the pictures depict the older children's aspirations for future

careers; some have drawn themselves as astronauts, while others have drawn themselves as clowns or police officers. Children enjoy playing outdoors as there is an exciting range of challenging equipment which supports all children to develop sound physical skills. For example, a large trampoline and wooden climbing frame encourage the older children to jump and experiment with different ways of moving around. A range of bicycles, sit-and-ride toys and a sand pit support younger children's good health and well-being. Children are able to enjoy physical exercise indoors as there is a large indoor space in which children enjoy playing with balls or dancing games on electronic consoles.

Children are able to access and select from an exciting range of resources which are stored on low-level shelves and in containers in all the areas children play in. They initiate their own play using the various resources to enhance their games. For example, children access a range of dolls and soft toys, which they place in buggies and push around the room. They play in an environment where the childminder and her assistants actively promote equality of opportunity and anti-discriminatory practice for all children. Children have many opportunities to develop their speaking and listening skills in their own languages and English, as the childminder and her assistants speak a range of languages. This provides plenty of opportunities for children to discuss and talk about what they are doing in their own language or English. Open-ended questioning allows children to think their ideas through and make connections between different parts of their life experiences. For example, the children make paper plate animals and talk about the different features of the animals they are constructing. Although there are currently no children attending with special educational needs and/or disabilities, the childminder has links with relevant professionals, such as the local authority development worker. This enables her to seek support and advice if required to ensure that she is able to support all children to make sound progress in relation to their starting points.

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

Time spent talking to the parents at the start of any new care arrangement means that children are well supported to help them settle into the childminder's setting. This means that children are happy, settled and demonstrate a secure sense of belonging to the setting. The childminder allocates new children to one of her assistants or herself, which means that children develop strong bonds with their key person. Children are able to learn how to develop good social manners as the childminder and the assistants use 'please' and 'thank you' when interacting with the children or each other. This means that children learn how to be polite when talking to staff and each other.

Children are able to take care of their own personal hygiene routines, as there is a purpose-built toilet area for children. Small toilets and sinks encourage even the youngest of children to wash their hands before eating and after being in the garden. Good hygiene routines, daily access to outdoor play and freshly prepared meals support children's good health, well-being and an understanding of the importance of physical exercise. Children tuck into traditional Portuguese vegetable soup, which the childminder has cooked, along with some bread and butter for their lunch. They are offered yogurt and fresh fruit for dessert, which means that meals and snacks are healthy, balanced and nutritious. Information about children's dietary needs, for example, allergies or cultural dietary

requirements, is recorded on forms, which ensures that the childminder does not give children any foods identified to cause allergies or are against religious beliefs. All the children sit round the tables for lunch and younger children sit in highchairs which are brought to the table. This allows children to enjoy the social experience of mealtimes, chatting between themselves and to the childminder and/or the assistants.

Good links have been made with the local schools, which many of the older children attend. Information is shared at drop-off and collection times, which enables the childminder to support children at her setting, and to keep parents informed of any relevant information, such as concerns in their learning or achievements during the day. These links mean that the childminder is able to support younger children as they move from her setting into school.

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

The childminder demonstrates a clear understanding of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that her policies are up to date and that they are reviewed regularly. The childminder and her assistants all have a secure knowledge of their responsibilities in keeping children safe by attending regular child protection training. Clear procedures are in place, should they have a concern about a child, which ensures that staff act in the best interests of children at all times. Regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Risk assessment and daily visual checks are in place to ensure that the setting is safe for the children who attend. The childminder ensures that new staff are checked thoroughly before being allowed to work with the children. All staff complete background checks and inductions, which means that they are suitable to be working with children. Regular staff meetings and one-to-one discussions provide the assistants with opportunities to discuss any problems or additional training needs they may have.

The childminder has clear systems for self-evaluation in place. She takes account of the views of the children and parents through verbal discussions, which enables her to make changes to her practice in response to suggestions they make. The childminder has a secure understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She is in close contact with the local authority development worker to ensure that her observations, assessment and planning are appropriate and support children's next steps in their learning. This will allow her to become accredited and offer free early education for two-, three- and four-year-olds in the future. The childminder has formed strong links with parents, which ensures that continuity of children's care routines is maintained. Parents are very happy with the care their children receive and have written many letters expressing their feelings about the setting and the childminder. Parents comment on the opportunities to get involved with their children at special celebrations, including Christmas parties. There is a detailed range of information available for parents to read, as the childminder has all her policies and information displayed on the entrance hall walls. Parents are also able to view a selection of photographs that depict the range of activities that the children take part in.

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 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 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	EY281863
Local authority	Suffolk
Inspection number	905908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	20
Name of provider	
Date of previous inspection	08/07/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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