

Inspection date

Previous inspection date

07/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 have developed close attachments with the childminder and her family. This helps children feel secure and comfortable in her care.
- The childminder's practice is based on a sound knowledge and understanding of how to promote children's learning and development, therefore, children are making satisfactory progress.
- The childminder gives priority to promoting children's safety and well-being. She takes effective action to reduce potential hazards to children. This includes the provision of quality, safe toys and resources that are age appropriate.

It is not yet good because

- Children have fewer opportunities to investigate the outdoor environment and activities, such as mark making and using natural materials are not routinely planned.
- The use of self-evaluation has not yet been fully embedded in practice to assess all aspects of the provision to promote improvements in children's learning, development and care.

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 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 indoor learning environment and toured the premises on the ground floor.
- The inspector held discussions with the childminder and the children.
- The inspector viewed a sample of the children's development records.
- The inspector viewed evidence of the qualifications of the childminder, risk assessments, policies and procedures and other documentation in relation to health and safety checks.
- The inspector evidenced written comments from the parents.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and an adult step-son and one child aged two years in a house in Ipswich, Suffolk. The whole of the premises and the rear garden are used for childminding. The family has a cat as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8am until 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase the overall range of activities to promote children's learning in the prime areas, such as, mark making indoors and outdoors and using all their senses to explore and investigate natural and made objects and materials.

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

- implement more rigorous use of self-evaluation to monitor and analyse practice, to identify challenging targets and results in a successful improvement plan that supports children's achievements over time.

Inspection judgements

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

Children make steady progress as the childminder has a sound understanding of how children learn and develop and effectively supports their learning. The childminder is aware that each child learns differently and gives consideration to children's learning styles. For example, young children are given time to play alone and without interruption. Young babies discover new resources, such as, a wooden peg board and concentrate for some time discovering for themselves, how it works. The childminder is always close by to offer help as required.

The childminder provides a reasonable selection of resources that stimulate children's

ideas and interest and these are easily accessible and organised. As a result, children are able to select toys for themselves and initiate their own play. They work together on floor puzzles and show real enthusiasm for books. Young children are fascinated by the pictures and particularly enjoy the 'feely' books and touching the different textures. Children delight in singing and dancing and join in with the childminder for an impromptu singing session of their favourite and familiar songs. For example, they giggle and clap hands and follow the simple actions of the song.

The childminder interacts sensitively with children to extend their learning. For example, she is skilful in posing questions to prompt children's thinking and language. Children respond well to the childminder and involve her in their play. Children have some opportunities to express their creativity as the childminder organises trips to toddler groups where children use paints, glue and dough. Their early writing skills are supported through these activities. However, they have fewer opportunities to mark make within the home as paper is not readily available.

Children learn about everyday technology through their play as they use toy mobile phones and electronic toys. However, children have fewer opportunities to use everyday objects in their play or explore and discover natural, sensory materials and different textures routinely. This is because treasure baskets and natural play materials, such as, pine cones, pebbles, and feathers are not readily available indoors to stimulate children's senses and encourage open-ended play.

Young children are enthusiastic learners as the childminder ensures they are happy and settled within the home. They confidently move around and lead their own learning. However, this is supported by the childminder who has made secure assessments of their development and offers a reasonable balance of child-led and adult-led activities.

The childminder completes a summary of children's progress and uses these observations to evaluate how well children are progressing in the prime areas of learning. These are used to plan for their next steps and skills needed for future learning. The childminder effectively uses guidance, such as the 'Development Matters in the Early Years Foundation Stage' to help her with this. The childminder has established friendly and supportive relationships with the parents and positively encourages parent's involvement in the children's learning and share information about their child's learning at home. The childminder is aware of her responsibility to complete a summary profile for children aged two and has information and documentation in place.

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

The childminder ensures children are offered ample opportunities to settle with her and ensures she has appropriate information about their routines, likes and dislikes. The childminder is very flexible and supportive of both parents and children that find separation difficult and is committed to ensure a smooth transition from home to her care. As a result, children do settle well and are happy. They have made good attachments with the childminder and her family, and feel safe and secure.

The childminder works closely with parents to support children in gaining independence. For example, she helps with potty training to ensure children receive consistent support. Young children are learning good hygiene practices as the childminder carefully explains the importance of washing away germs from their hands before eating. They are familiar with the routine and know also to wipe their hands when they have finished and use sanitising gel. Drinks are readily available to ensure children are not thirsty. Although children bring their own meals the childminder is knowledgeable about children's dietary requirements and food allergies, as this information is discussed and documented when children first attend. Snacks offered are healthy and nutritious; for example, children enjoy bananas and blueberries.

The childminder gives priority to children's safety, as risk assessments are regularly completed and reviewed. The children are just beginning to practise evacuation of the premises. This means children are able to play in a clean and safe environment and know what to do in the event of an emergency.

Children make progress in developing the skills they need for later life. They are learning to play and share well together. For example, they share the dolls and dolls clothes and help one another when changing the dolls nappy. Children respond well to the childminder's consistent approach to supporting behaviour. She calmly reminds them of positive ways to behave. The childminder appreciates the importance of her role in setting a good example to children. She is calm and has a gentle manner, and children respond well to her requests.

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

As the childminder has a secure understanding of the requirements of the Early Years Foundation Stage, all required documentation is in place that promotes children's safety, learning and welfare. Documents are organised and stored confidentially. Evaluation and monitoring of children's progress is sound because the childminder has a clear understanding of how children learn and has good expectations for the children in her care.

The childminder has a clear understanding of her safeguarding responsibilities and has arrangements in place to ensure children are protected. For example, secure policies and procedures are in place regarding child protection and underpin practice. The childminder has identified a need to attend further safeguarding training as she feels this will ensure she is fully informed regarding child protection issues. The childminder is fully aware of the importance of reporting significant incidents to Ofsted. Children's well-being is protected as a result. The childminder regularly organises activities outside of the home and risk assessments are completed to ensure children's safety.

The childminder demonstrates a positive attitude to continuous improvement and has

made some attempt to monitor her provision and reflect on her practices. However, self-evaluation is not rigorous, nor does it cover all aspects of the provision to secure continuous improvement and ensure a positive impact on the children. The childminder actively encourages positive working relationships with parents. She ensures they are fully informed about every aspect of her childminding service through a welcome pack, copies of her policies and procedures and monthly newsletters. A day book is used to document what their children are achieving on a daily basis. Children's development records are readily available for parents and a memory box is also used to store children's achievements. No child currently attending is at another setting or school, however, the childminder is aware of the need to establish links with the local primary school and other early years providers so that she can support transitions, when the need arises.

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 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	EY453148
Local authority	Suffolk
Inspection number	890114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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