

<b>Inspection date</b>	06/06/2013
Previous inspection date	31/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 enjoy a rich and stimulating environment where resources are well presented, easily accessible and offer good levels of challenge. As a result, children are active, enthusiastic learners and make good progress in their learning and development.
- Children's personal, social and emotional development is fostered very well because the childminder works closely with parents to support children's behaviour and promote consistent boundaries.
- Babies and children have positive relationships with the childminder, which supports their emotional well-being and sense of security.
- The childminder and her co-childminder work together as a very cohesive and reflective team. Effective self-evaluation has resulted in a number of significant improvements to the provision for children since the last inspection.

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

- There is scope for information about children's learning to be exchanged more effectively with other early years settings, in order to promote greater consistency for children across the different settings they attend.

## 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 children's activities in the main playroom and garden.
- The inspector spoke with the childminder, her co-childminder and the children at appropriate times throughout the inspection.
- The inspector took into account the feedback from parents in written reference letters and questionnaires.
- The inspector looked at the children's learning journey records, planning documentation, the childminder's self-evaluation form, and some written policy documents.

## Inspector

Sarah Clements

## Full Report

### Information about the setting

The childminder was registered in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Haverhill, Suffolk. She works with another registered childminder and an assistant. Both childminders have equal responsibility for the childminding practice. A purpose designed playroom is used for the majority of childminding activities. Children also have access to the kitchen, a reception room and the garden. The family has seven cats, three dogs and three rabbits as pets.

The childminder collects children from the local schools and pre-schools. There are currently 19 children on roll, 15 of whom are in the early years age group. Children attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years, and holds a relevant early years qualification at level 3.

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

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

- enhance partnership working with the other early years settings that children attend so that children benefit fully from a shared understanding about their needs and common approach to supporting their learning.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She uses this knowledge to plan a vibrant and interesting environment where children are encouraged to make choices and be active, inquisitive learners. Since the last inspection, the arrangements for assessing children's progress have improved significantly and observations are used much more effectively. This means that the childminder is able to plan activities that fully reflect children's individual interests and promote their next steps in learning. For example, the childminder ensures that children are provided with plenty of books and time to share stories, enabling them to develop strong listening skills in readiness for school. Children's communication and language development is supported further as the childminder makes skilful use of questioning to encourage children to talk about what they are doing. For example, children are prompted to explain what is

happening when they are using a water pump, and babies are encouraged to make sounds to express their enjoyment of the water. The childminder is proactive in displaying words, letters and numbers throughout the setting, including labels and signs written in different languages. This meets the needs of younger children who have English as an additional language as they are supported to use their home languages in the setting from an early age.

The childminder introduces children to new experiences, such as exploring the difference between pine cones and fir cones, and touching the leaves on a pineapple. These activities spark children's curiosity, making their learning fun and providing valuable sensory experiences for babies. Babies and younger children enjoy exploring and developing their use of early technology. For example, they learn cause and effect as they press buttons on the small drum to activate lights and musical sounds. The childminder recognises the importance of supporting younger children's physical development, and provides many opportunities for children to make use of the available outdoor space. Here, babies enjoy refining their walking skills as they push the small pushchair and successfully avoid any obstacles in their path. Older children delight in completing obstacle courses that provide them with challenges, such as dribbling balls in and out of cones and throwing bean bags into hoops. This means that children develop good coordination and become more precise in controlling their movements. There are good opportunities for children to explore a range of malleable materials and to learn to use different tools. For example, the childminder shows younger children how to use child-friendly scissors to cut dough into pieces, while older children create 'zigzag' patterns in the dough using a roller.

Effective partnership working with parents is promoted throughout the setting. The childminder regularly encourages them to share what they know about their children and to discuss children's ongoing progress. For example, parents are invited to read and contribute to their children's assessment records, ensuring they contribute to a complete overview of children's learning and development. The childminder is proactive in creating meaningful displays to promote parent's understanding of how children learn at the setting. This includes a display outlining the different areas of learning in the Early Years Foundation Stage. A book lending initiative and sharing of letter flash cards go further to support parent's involvement in enhancing their children's learning at home.

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

Children enjoy spending time with the childminder, and her co-childminder, because they develop very secure attachments with them both. From a young age, they feel confident in exploring their environment, reassured that there is always a familiar person nearby to support them. Firm partnerships with parents from the outset contribute towards the childminder's ability to meet children's needs effectively. Since the last inspection, the childminder has introduced an 'all about me' booklet to guide her in gathering information from parents about children's routines, likes, dislikes and starting points. This ensures the childminder can meet children's needs as soon as they start, and plan activities and routines that help them to settle with ease. The childminder is particularly attentive to the needs of babies and younger children, as she understands their routines and can quickly tell when they are showing signs of tiredness. She diligently follows their individual

routines with regards to nappy changing and toileting, offering inviting, hygienic facilities that respect children's privacy.

Children are very confident in managing everyday tasks for themselves. This is because they are given every opportunity to be independent in hanging up their coats, chopping fruit and pouring their own drinks. The atmosphere within the setting is calm and children's behaviour is very positive. The childminder is skilful in supporting children's individual behavioural needs, working very closely with parents to identify positive interventions and promote consistent boundaries. As a result, children develop positive attitudes and social skills that prepare them well for their transition into other early years settings and school. The childminder enhances this further by planning opportunities for children to become familiar with the school environment when accompanying her to collect older children from school.

Children benefit from daily opportunities to exercise and develop their physical skills outdoors in the fresh air. The childminder supports them in learning to recognise and manage their own health needs. For example, she is mindful to place their drinks outside where they can help themselves to them more easily. Children's self-care skills and good health is further enhanced as they are prompted to wash their hands at appropriate times. They benefit from freshly prepared food and drinks during snack and mealtimes, which are planned effectively to respect their individual dietary needs. The childminder makes the most of opportunities to further extend children's understanding of healthy eating. For example, she encourages children to talk about the healthy fruits and vegetables they grow at home. Children become familiar with the emergency evacuation procedure due to their active participation in practising fire drills. These opportunities help them to develop a good understanding of how to keep themselves safe in an emergency.

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

Children's safety and welfare is promoted well. The childminder has a strong understanding of her responsibilities with regards to keeping children safe, including her role in following up any concerns about their welfare. Both the childminder and her co-childminder attend relevant training courses to maintain their knowledge of safeguarding procedures, ensuring they are fully aware of the local procedures for reporting concerns to relevant agencies. The childminder takes the lead in reviewing the risk assessments of the house, garden and outings, ensuring any hazards are quickly minimised. This means that children play in very safe and secure surroundings. The childminder is mindful to supervise children as they move freely around the home and garden. She also makes sure they are not left alone with people who have not completed the required checks to confirm their suitability to be in contact with children.

The childminder has a clear understanding of the benefits of close partnership working with parents. She ensures the policies and procedures of the setting are shared readily with parents from the beginning, and provides ongoing updates via daily discussions and regular newsletters. As a result, parents understand the expectations of the setting and are able to support good continuity for children. The childminder fosters links with some

other local early years settings, meeting regularly with them at liaison meetings organised by the local authority. However, these partnerships are not fully established to enable all parties involved in the children's care to exchange relevant information about their learning. This means that continuity in children's experiences across the different settings they attend is not fully enhanced.

Since the last inspection, the childminder has significantly improved the monitoring the educational programmes and the self-evaluation of the provision. She has worked with the local authority advisor and co-childminder to make significant improvements to benefit the children in her care. This is particularly evident in the steps taken to develop the effective use of observation and assessments in monitoring children's progress. Clear areas for development have been identified in order to continue to build on the setting's existing strengths, such as organising an open day for parents, in order to encourage them to exchange even more information about their children's learning at home. Parental questionnaires are issued to ensure parents have a formal opportunity to put forward their views. Their responses indicate that they are very satisfied with the care their children receive, and particularly praise the healthy food provided for their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY356364
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	893141
<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>	9
<b>Number of children on roll</b>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/10/2012
<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, 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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