

Inspection date	06/06/2013
Previous inspection date	31/10/2012

The quality and standards of the early years provision	This inspection:	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 are keen to initiate their own learning because the childminder provides a rich and stimulating environment where resources are attractively presented, easily accessible and offer good levels of challenge.
- Children's communication and language development is supported very well because the childminder interacts skilfully with the children, engages their interest and supports their expanding vocabulary.
- Babies and children have positive relationships with the childminder, which results in them feeling very safe, secure and happy in her care.
- 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 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with another registered childminder and an assistant. Both childminders have equal responsibility for the childminding practice. The childminder minds from her co-childminder's house in Haverhill, Suffolk. The co-childminder's husband also lives at the property. 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 co-childminder's 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 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's strong understanding of how children learn enables her to plan a wide variety of experiences to promote children's good progress. Children benefit from a vibrant and interesting environment where they explore freely and actively initiate their own learning. 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 opportunities to explore their interest in numbers as they count pieces of banana on their plate. The childminder is particularly effective in supporting children's communication and language skills, which prepares them well in readiness for school. She uses effective questioning when sharing books with children,

inspiring them to describe the 'long wavy grass' in the picture. During snack time, younger children are also supported to extend their vocabulary as the childminder challenges them to articulate new words, such as 'kiwi' and 'satsuma'. The learning environment, both inside and outdoors, is adorned with written labels and signs. This increases children's awareness of letters and sounds, and ensures they understand that print carries meaning. The childminder is also proactive in gathering and displaying key words written in languages other than English. This ensures younger children who have English as an additional language are supported to use their home languages in the setting from an early age.

Babies and younger children enjoy exploring and developing their use of an array of technology equipment. For example, younger children like to 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 beanbags into hoops. This means that children develop good coordination and become more precise in controlling their movements. Children delight in accessing the well-resourced role play kitchen where they relive their experiences and play along the same theme. For example, they cook food for one another and make use of realistic props, such as money and tickets, to support their play. The childminder steps in sensitively to extend children's thinking, prompting them to talk about the tickets and the different situations in which these are issued.

The childminder understands the importance of fostering strong relationships with parents, and acknowledges the positive impact this can have on children's progress. She frequently engages with parents, encouraging 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 provide a more accurate account of children's learning and development. The childminder is proactive in creating meaningful displays to promote parents' 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 parents' involvement in enhancing their children's learning at home.

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

The childminder takes time to develop strong relationships with children, so that they feel very secure and content at the setting. Children also develop close relationships with the childminder's mother, who co-minds with her. These relationships help children, including the youngest in the group, to explore their environment with good levels of confidence. Close partnership working with parents is fostered from the very beginning of a child's time at the setting. For example, 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.

Children's behaviour is very positive and supported in manner that is appropriate to their individual stages of development. For example, the childminder skilfully distracts younger children with new resources when they struggle to share toys, and actively praises all of the children for taking turns and sharing while having a snack. The childminder is skilful in making the most of opportunities to enhance children's independence, helping them to learn about taking risks in manageable situations. For example, she shows children how to use a knife safely to cut pieces of soft banana, and invites children to explain why they think the pieces need to be cut smaller for babies. Older children are actively encouraged to take responsibility for everyday tasks, such as washing the cups and plates, and using a dustpan and brush to sweep the floor. These opportunities enable children to develop positive attitudes and social skills that prepare them well for their transition to other early years settings and school.

Children benefit from daily opportunities to exercise and play outdoors in the fresh air. They show a good awareness of how to keep themselves healthy in warmer weather as they remind others to wear their sun hats and frequently help themselves to drinks. Children are prompted to wash their hands at appropriate times in the daily routine, ensuring their self-care skills and health are further enhanced. 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 develop children's stronger appreciation of healthy eating. For example, children talk about the healthy fruits and vegetables they grow at home, and are reminded that milk is good for their bones and teeth.

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

The childminder has a good understanding of how to safeguard children. This includes her role and responsibilities in following up any concerns about children's 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 procedures for reporting concerns to relevant local agencies. The childminder contributes to the daily risk assessments carried out in the house, garden and during outings, ensuring any hazards to children are quickly minimised. As a result, children remain very safe and secure in the childminder's care. The childminder deploys herself effectively to ensure children are closely supervised as they move freely around the home and garden.

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 has a good understanding of the benefits of partnership working with parents, although her co-childminder tends to take the lead in establishing these links. However, partnership

working is 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 worked closely with her co-childminder to develop much stronger systems for monitoring the educational programmes and self-evaluating the provision. Guidance is proactively sought from a local authority adviser, supporting the 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. Future plans for development are clearly identified to build on the strengths of the setting. For example, the childminder has secure plans to offer an open day for parents, in order to inspire them to be even more active in exchanging 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 **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	EY356394
Local authority	Suffolk
Inspection number	893142
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	19
Name of provider	
Date of previous inspection	31/10/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

