

Inspection date	19/06/2013
Previous inspection date	07/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develops warm and caring relationships with the children, sensitively supporting them with the transition between home and her care. Consequently, children settle well and are very happy and secure with her.
- The childminder understands how children learn and knows each child well. She uses a stimulating, engaging variety of fun activities and age-appropriate resources to build on children's interests and capabilities, and to encourage their ongoing learning and development.
- Positive and trusting partnerships are established with parents to aid continuity of care and support children's learning and development. Ongoing, two-way communication is successfully promoted, and parents are kept very well informed of their child's progress.

It is not yet outstanding because

- Opportunities for children to recognise their name and to develop their very good understanding of words and that text has meaning, are not always fully exploited in the home.
- There is scope to utilise even further, opportunities to support and encourage children's growing independence by enabling them to try more tasks 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 two main downstairs rooms and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's learning journal development records, the childminder's self-evaluation form, and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of parents from references written for the inspection.

Inspector

Hazel Meadows

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Ipswich, Suffolk. The whole ground floor of the house and the rear garden are used for childminding. The childminder attends a childminding group, toddler groups and the local children's centre. She visits the local shops and park on a regular basis. She takes and collects children to and from local schools and pre-schools.

There are currently five children on roll, all of whom are in the early years age group and attend on a part-time basis for a variety of sessions. The childminder offers care all year round, from 7.30am to 6pm Monday to Thursday, except for Bank Holidays and family holidays agreed in advance. She is a member of the Professional Association for Childcare and Early Years.

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 begin to learn about words and have opportunities to recognise familiar text, such as their name
- support children's growing independence by enabling them to try more tasks themselves, for example, pouring their own drink or helping with snack preparation.

Inspection judgements

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

The childminder has a secure knowledge of the seven areas of learning, child development and how children learn. She uses this knowledge, and her understanding of each child, to effectively offer a stimulating variety of purposeful play and learning experiences to promote their ongoing progress. When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, plus her own observations, to establish each child's capabilities and starting points. Ongoing observations enable her to plan activities and offer support tailored to each child's emerging skills and stage of development. The childminder records written observations, linked to the areas of learning, in a learning journal development record and a daily journal for each child, to monitor their progress. Supported by the guidance document, Development matters in the Early Years Foundation Stage, she evaluates

children's progress and plans for their future learning. Through planned and purposeful play, she promotes the prime areas well to ensure children have a good foundation for the next stages in their learning.

All parents are encouraged to be involved with their child's learning. They can regularly view their child's journal and development record, and are invited to share contributions regarding their child's achievements and development at home. The childminder completes a written progress check at age two, liaising closely with parents, to ensure children are learning and developing within the expected range for their age. The childminder has high expectations of what children can achieve. She monitors children's individual capabilities and ensures they are offered an appropriate level of ongoing challenge to sustain their interest and enhance their progress. For example, the childminder introduced activities based on a popular children's book, to support a child's ability with numbers and her recognition of the numerals, in a fun and engaging way.

Children relish playing in the large, inviting garden. The childminder recognises that some children prefer to be outside, and offers a broad range of experiences and encourages outdoor discovery. For example, children search for insects and help to plant and care for potatoes and runner beans and help to water the flowers, learning more about the natural world. They regularly visit local parks where they have space to move freely and delight in playing in water jets, swiftly working out how to trigger the jet. Children's physical movement and flexibility are further promoted at a regular music and movement session at a local studio. Children are offered a broad range of creative experiences through a range of textures, such as sand, pasta, water and paint. Children concentrate as they carefully paint paper fruit for a display. When they paint their hands the childminder follows their interest, offering paper for them to make hand prints.

Spontaneous opportunities are utilised well to extend children's learning and understanding in fun and natural ways. For example, when a child found a pip in her apple she initially thought it was a bead. The childminder explained it was a seed and what happens when seeds are planted, reminding the child of an activity they had previously done in the garden. Children's communication skills are well promoted as the childminder talks freely with them, giving them time to think and respond to any questions or comments. She listens to their conversation and ideas, and is attentive to toddlers' verbal and non-verbal signs of communication. Children's imagination and role play is well supported with props and small world toys. An appealing selection of books is readily accessible, promoting children's appreciation of books. Some older children are beginning to recognise letters in their name, for example, noting the first letter of their name in road signs. However, there are not many opportunities to recognise their name in the childminder's home and labelling is not widely used. This means opportunities to help children begin to recognise that text has meaning are not always promoted as well as possible.

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

The childminder liaises closely with parents to ensure children are sensitively supported with their transition from home into her care. Trial sessions, of increasing length, enable

children to become familiar with her and her home. Discussions with parents, plus her own observations, help the childminder get to know each child's likes, dislikes and routine, and to support them according to their individual needs. Consequently, children settle very well. They are happy and relaxed in her warm and attentive care, and develop strong and positive bonds with her. Children clearly feel safe and secure with the childminder and remain comfortable and at ease when visitors arrive at the home.

A stimulating and appealing selection of good quality, age-appropriate toys and resources are readily available to children in low-level storage. They are well presented and easily accessible, mostly promoting children's independence and exploration. Children are confident and inquisitive, which is building a good foundation for any future transitions to other settings and eventually school. Children are well behaved and positive behaviour is promoted and acknowledged. The childminder is a calm and positive role model, treating the children with kindness and respect. Good manners are encouraged and the childminder clearly enforces reasonable boundaries of behaviour, which helps children feel secure and understand what is acceptable. The childminder knows the children extremely well and is attentive to their individual needs and moods, for example, noting and responding to the signs when children need to rest or sleep. The childminder respects and values children's individuality, and diversity is reflected very positively in the books, activities and resources available, helping children to appreciate differences and similarities.

Children's health is well promoted through regular exercise and positive food choices. They have daily opportunities for outdoor play, ensuring they have plenty of fresh air, exercise and natural daylight. Toddlers know how to keep themselves safe as they climb carefully up the slide ladder and in and out of the sandpit. A nutritious and balanced variety of healthy snacks are offered, encouraging children to develop a preference for healthy options. Parents provide children's packed lunches and the childminder encourages healthy foods. Toddlers competently manage to feed themselves, although there is scope to offer children further opportunities to develop their good independence skills by being involved in preparing snacks or pouring drinks. Children are becoming familiar with good hygiene habits through regular routines and reminders from the childminder. Children manage well as they thoroughly wash their hands prior to eating. Their understanding of hygiene is developing well as they know that they need to 'wash off the dirt' when they come in from the garden and to use their own individual towel.

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

The childminder thoroughly enjoys her role and offers very good quality care, learning and development experiences for young children. She has a commitment to continuous professional development and has worked hard since her previous inspection to make well-targeted improvements. She attends local workshops and training to update and increase her knowledge to improve her practice. She is currently working towards becoming an accredited childminder to enable her to offer funded places to children. The childminder continually reviews and evaluates her practice, to make meaningful improvements. She has comprehensively completed an Ofsted self-evaluation form, and

has plans for the future to further enhance her provision. The childminder welcomes and encourages verbal feedback and comments from parents and children. She is considering additional methods of acquiring parents' views, such as questionnaires, to assist further with her self-evaluation. She regularly attends a nearby childminding group, to share and emulate good practice.

Children are kept very safe as the childminder is clear about her role and responsibility to protect them from harm. She has attended safeguarding training and has a secure understanding of child protection. The childminder anticipates and minimises potential hazards to children through vigilance and effective risk assessments, enabling them to play freely. An evacuation drill has been practised with the children to ensure they are familiar with the procedure and that it works effectively. Children's individuality is recognised and valued, and the childminder has a positive and inclusive attitude to diversity, which is reflected in her practice and policies.

The childminder has a clear understanding of child development, how children learn and the seven areas of learning. She uses this knowledge to closely monitor the educational programmes and ensure all children are offered a broad range of experiences to promote their progress towards the early learning goals. Documentation is well organised and readily available for inspection. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parents' wishes. The childminder has clear written policies, which are shared with parents to ensure they are fully informed.

The childminder establishes open, positive and trusting partnerships with parents. She promotes regular discussions with them to ensure children's individual needs are met and to promote their welfare. Comments from parents, in references written for the inspection, are very positive regarding the care and experiences their children receive. They value the childminder's professional manner and her flexibility. None of the children currently attend any other settings, nevertheless, the childminder recognises the value of working in close partnership with others to promote consistency with regard to children's care and learning.

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	EY414964
Local authority	Suffolk
Inspection number	875544
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	07/02/2012
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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