

<b>Inspection date</b>	15/07/2013
Previous inspection date	02/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children's language and communications skills are being fully supported by the childminder through her good interactions and questioning.
- The childminder works well with parents. She provides daily feedback about the activities their children undertake and has obtained positive feedback from them about her practice, which she uses to inform further changes and improvements.
- Children are fully supported in their play and learning. The childminder provides a child-orientated environment and engages with them well. She allows children to work at their own pace, so that they can get the best from the activities available.

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

- The childminder does not make the best use of the observations and assessments she completes on children to help them to achieve the highest levels of attainment.

## 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 downstairs rooms.
- The inspector spoke to the childminder and children at appropriate times during the inspection visit.
- The inspector looked at children's records, a range of documentation, the childminder's self-evaluation document, feedback letters from parents and the children's learning journal development records.

## Inspector

Debbie Kerry

## Full Report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children aged 11, eight- and four-years-old in Mildenhall, Suffolk. The whole of the childminder's home is used for childminding, with the exception of one bedroom. There is an enclosed garden available for outdoor play. The premises are fully accessible.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She takes and collects children from the local schools and pre-schools. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays. She currently cares for two children, both are minded on a part-time basis, of these, one is in the early years age range.

The childminder holds an early years qualification at level 3 and 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:

- make the optimum use of information gained from observation and assessment to place a sharp focus on helping children achieve the highest levels of attainment over a sustained period of time.

## Inspection judgements

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

The childminder plans an educational programme of activities to support children's learning, which include all seven areas of learning. She undertakes regular observations on children and records the activities they undertake in a journal. These are then used to identify the next steps in children's learning. The childminder then plans activities around children's individual interest, so that these next steps can be achieved. However, the information gained through the observations and assessments is not always used to optimum effect to enable the childminder to support children to achieve the highest levels of attainment. This is because the childminder does not track children's learning with high levels of precision.

The childminder supports children's future learning by asking them questions to promote

their understanding. For example, when reading stories from books the children have chosen, she points to the pictures and asks them what they can see. This helps to develop children's observation and thinking skills, as well as supporting their language and interest in literacy. The childminder knows minded children well and ensures that the support she provides to children is tailored to meet their individual needs, so that they are fully supported in their learning.

Children are developing their understanding on size as they talk about small world toys. They say 'It is a big one' when comparing different size animals. They have access to puzzles and sort shapes to develop their understanding around mathematics. Children develop their knowledge on the world through going on walks in the local environment. They collect a range of different natural materials, for example, leaves, twigs, flowers and feathers, which they stick into a scrap book. This supports children with learning about their environment and also develops their creativity. Children use an electronic tablet to develop their understanding on technology through playing a range of suitable children's games. Through using a magnetic board and tool to 'write and draw', children are developing their pencil control in readiness for school.

Through high levels of interaction the childminder encourages children's creative and thinking skills, as she asks them questions about their play. She supports their early language and communication development during their play as she interacts well and responds to statements the children say. The childminder repeats words children say to develop their speech and to ensure that she has heard them correctly. This also provides children with support and helps them to pronounce words correctly to help prepare them for future learning.

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

The childminder obtains a range of information from parents when children first start to attend her setting through an initial meeting to discuss children's individual needs. For example, she acknowledges that parents know their children best, so she asks them about their starting points. This then helps to inform her planning, so appropriate resources and activities are ready, so that children's individual interests are provided for. Parents and their children are also invited for a short taster session to help them to settle, become familiar with their surroundings and get to know the childminder. This helps children to develop a bond with the childminder when they first start to attend.

Children have regular opportunities to use large equipment in the garden to support their healthy growth and development. The childminder ensures that children access the garden first thing in the morning or in the late afternoon to prevent them getting too hot in strong sunlight in the middle of the day. She ensures that their skin is protected from the sun through using sun cream and wearing hats to help promote their good health. The childminder provides some snacks and meals for minded children and she ensures that all relevant information about their health and dietary needs are obtained from parents. She then ensures that their dietary needs are respected and the food provided for them meet these and also promotes their good health. Children are developing their independence and self-care skills, as the childminder provides them with an appropriate amount of

support when toileting and hand washing. She provides children with a step to reach the sink, so that they can manage on their own. Children are free to make choices as resources set out on the floor in the lounge, with additional resources stored in cupboards in the lounge and kitchen within their reach.

The childminder provides children with clear rules, which they can understand to help them to behave well. She gives them clear explanations on what is expected of them, so that they play well together. The childminder ensures that she works closely with parents, so children are given consistent messages with regard to behaviour management. Children's self-esteem and confidence is being fully supported as the childminder claps her hands and gives them praise for their achievements. She supports children's social skills through undertaking regular outings and attending groups each week in the local community. The childminder has a range of resources to help develop children's understanding of other cultures. She also plans a range of activities using ideas from the internet and books to help explain difference to children. Children learn to stay safe in an emergency as the childminder practises the fire evacuation procedure with them to ensure that they are familiar with what to do.

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

Children welfare and safety is well protected because the childminder understands her role and is able to put the appropriate procedures into practice if necessary. The childminder has a good awareness of the signs and symptoms to look for with regard to maintaining children's welfare, as she has undertaken training on safeguarding children. The children's welfare and safety is further supported through the clear procedures the childminder has in her written safeguarding policy. This supports her good practice and includes clear steps for her to follow and includes local contact numbers. She has completed robust risk assessments on all areas of the home and garden, also for each individual outing she undertakes with minded children. As a result, children are protected from any potential hazards when in her care.

The childminder has a range of written policies and procedures, which she shares with parents to provide them with information about her practice. She keeps parents informed on their child's day through verbal discussions when they are collected and a learning journal of the activities they undertake when in her care. The childminder has made good links with local schools, so that when children start full time education, information about their learning can be passed on. This will ensure that they are working together to support children's transition and ongoing learning.

The childminder has reflected on her practice since her last inspection and has made significant improvements to her provision. For example, she uses a journal to record the observations she completes on children. These are clearly linked to the seven areas of learning to show that children receive a broad range of learning activities. The next steps in children's learning are now being identified, so that children are supported in making good progress. She has also identified further training to help her to continue to support children's learning and development. At the end of each term the childminder completes a

written summary on children's achievements, which is shared with parents. This ensures that the educational provision is planned to support children's ongoing learning. The childminder communicates with parents and exchanges information on children's learning and care needs and on what they have done each day. Parents also add regular comments about their children's learning to their journals to reflect they are fully involved with supporting their children's learning and development. Parents have also provided the childminder with positive written feedback about her practice. This helps to ensure that the childminder is providing for parents' wishes and continues to benefit children's learning needs.

### **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

<b>Unique reference number</b>	EY411002
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	875444
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/11/2010
<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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