

Inspection date	08/07/2013
Previous inspection date	26/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The childminder develops warm and caring relationships with children, sensitively supporting them with the transition from their home and her care. Consequently, children settle well in the home-from-home environment and are very happy and secure with her.
- The childminder offers a stimulating and engaging variety of age-appropriate activities and resources, indoors and outside, to promote children's 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 and welfare.

It is not yet good because

- The childminder has not considered her policy with regard to the appropriate use of mobile telephones and cameras in the setting, in order to fully protect children.
- Parents do not receive enough information about the Early Years Foundation Stage, to enable them to support and share what they know about their child's learning and development at home.
- Activities and assessment are not always sufficiently evaluated and monitored to ascertain their effectiveness on targeting and promoting children's learning and development.

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 play room, kitchen and the garden areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's learning journey 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 by parents for the inspection.

Inspector

Hazel Meadows

Full Report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child, aged 15 years, in a bungalow on the outskirts of Ipswich, Suffolk.

The whole of the home is available for childminding but children predominantly use the dedicated playroom. There are two large garden areas for outdoor play. The family has a pet dog, chickens and a horse. The childminder attends a childminder group and the local children's centre. She visits local shops and parks on a regular basis and takes children on outings to nearby places of interest. She takes and collects children to and from local schools and pre-schools.

There are currently 10 children on roll. Five children are in the early years age group and attend on a part-time basis for a variety of sessions. There are also five school-aged children, who attend before and after school. The childminder offers care all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays agreed in advance.

What the setting needs to do to improve further

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

- ensure that knowledge and consideration of safeguarding procedures covers the use of mobile telephones and cameras in the setting.

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

- implement plans to evaluate and monitor practice and activities, offer a sharper focus on individual children's learning and development when planning purposeful play experiences
- offer more information to parents about the Early Years Foundation Stage and encourage them to share aspects of their children's learning and development at home, to further support children's learning and development.

Inspection judgements

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

When children start with the childminder, parents are invited to share information about their child's capabilities and interests. Through this and her own observations, the childminder is able to establish each child's starting points. She uses ongoing observations, both recorded and unrecorded, to plan activities linked to each child's emerging skills and stage of development. The childminder has a secure understanding of how children learn and uses guidance documents to support and guide her assessment. Nevertheless, she recognises that she can focus more on planning and promoting individual children's learning, by improving the evaluation and monitoring the impact, of activities on enhancing their learning and development.

The childminder regularly shares information with parents about their children's learning and development, both verbally and by showing them their child's 'learning journey' development record. Parents' contributions, regarding their children's progress and achievements at home, are welcomed. However, the childminder does not offer parents more information about the Early Years Foundation Stage and consider ways of encouraging all parents to support and share more about their children's learning and development at home. The childminder is aware to undertake the progress check for children aged two and has documentation ready to support this.

Children relish playing in the large, inviting garden areas. They have space and freedom to move freely and practise physical skills as they negotiate ride-on toys and climb on the mini slide. The childminder recognises that some children prefer to be outside and offers a variety of resources outdoors, such as, a sand tray, ride on toys and buggies and dolls. She actively encourages outdoor discovery. For example, children help to plant and care for strawberries, help to feed the chickens and go on nature walks, learning more about the natural world around them. Spontaneous occurrences are used to raise children's awareness and encourage conversation, for example, noting when a helicopter flies nearby.

Communication skills are promoted well with young children. The childminder talks freely to the children and is attentive to their conversation or attempts of speech, giving them time to think and respond to any questions or comments. Props, such as telephones, also encourage children to talk while playing. An appealing selection of age-appropriate books are readily available to the children, fostering their interest in books and helping them become aware that text has meaning. Children's understanding of mathematics is nurtured through play, as the childminder refers to bigger and smaller and counts one, two with the scoops of sand. They are offered a broad variety of creative experiences and textures, such as, sand, play dough, water, crafts and paint and examples of their artwork adorn the playroom walls. Children also enjoy cooking activities, such as making pizzas. A range of age-appropriate resources, such as, dressing-up clothes, mini-kitchen and dolls and buggies, promote children's imagination and role play. The resources and activities provided enable children to develop their independence and build a secure foundation for

future learning and their eventual transition to school.

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

Children are sensitively supported with their transition from home into the childminder's care. Trial sessions, of increasing length, enable children to become familiar with her and her home. Discussions with parents, an 'All about me' sheet, plus her own observations, help the childminder to get to know each child's likes, dislikes and routine and 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 age-appropriate toys and resources are readily available to children in a dedicated playroom. They are presented on low-level shelving or in clear storage boxes, enabling them to make their own sections and promoting their independence. Children are confident and inquisitive, which is building a good foundation for any future transitions to other settings and eventually school. They are generally 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. The childminder knows the children extremely well and clearly and consistently enforces reasonable boundaries of behaviour, which helps them understand what is acceptable. For example, she supports young children as they learn to share and take turns with toys. The childminder has not cared for any children with special educational needs and/or disabilities or children, who have English as an additional language. Nevertheless, she respects and values children's individuality and an appreciation of diversity is reflected in some of the books, activities and resources available. For example, children are encouraged to discuss different types and colours of hair.

Children's health is well promoted through 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 up the slide ladder and carefully negotiate the steps to outside. Children are encouraged to make positive food choices and the childminder tries to offer healthy and nutritious food options, while balancing this with the preferences of some of the children. For example, they are encouraged to sample strawberries they have helped to grow and to have fruit at snack time. Children's sense of belonging is promoted as they have their own beakers and snack pots, which also promotes good hygiene. Children are becoming familiar with good hygiene habits through regular routines and reminders from the childminder. They manage well as they thoroughly wash their hands prior to eating. Toilet training is positively encouraged, without pressure and children are rewarded with enthusiastic praise for their attempts and successes.

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

The childminder has a generally suitable knowledge of the safeguarding and welfare requirements and understands her responsibility to protect children from harm. She has attended safeguarding children training, has a sound understanding of child protection and has written a safeguarding policy. However, she has not considered or implemented a procedure regarding the use of mobile telephones and cameras in her setting. This is a requirement of the Statutory framework for the Early Years Foundation Stage, in order to fully protect children. The childminder anticipates and minimises potential hazards to children, through vigilance and effective risk assessments, enabling them to play freely and safely. An evacuation drill has been practised with the children, to ensure they are familiar with the procedure and that it works effectively.

The childminder thoroughly enjoys her role and aims to offer good quality care, learning and development experiences for young children. She has a clear understanding of child development, how children learn and the seven areas of learning. The childminder uses this knowledge to offer a broad range of experiences to promote their progress towards the early learning goals. She reflects on her practice and completed an Ofsted self-evaluation form just prior to the inspection. This has helped her to identify some potential areas for improvement, such as improving the monitoring and evaluation of activities and their impact on children's learning. The childminder welcomes verbal feedback and comments from parents and children, to help improve her practice. She regularly attends a local childminding group, to share and emulate good practice. 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.

Documentation is well organised and readily available for inspection. Comprehensive details are gathered about the children and written parental consents are obtained to ensure they 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, from references written for the inspection, are very positive. They note the safe and conscientious care she provides and value her flexibility. Parents comment positively on the suitable resources and experiences their children receive. 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	EY275381
Local authority	Suffolk
Inspection number	819921
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	26/11/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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