

Inspection date	29/07/2013
Previous inspection date	12/01/2010

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 interesting range of resources and planned activities provide children with enjoyable and challenging opportunities to explore and develop in their learning.
- The childminder carefully listens to children's ideas, asks questions and provides clear explanations to help children to develop good communication skills and promote their understanding of the world.
- The childminder works well with parents to develop warm and secure relationships with the children in her care, enabling them to settle quickly and feel happy in the setting.
- The safeguarding and welfare requirements are well understood by the childminder, enabling her to keep children safe both in the setting and during visits to the local area.

It is not yet outstanding because

- The assessment of children's starting points and capabilities when they start at the setting is not yet thorough enough to enable the childminder to quickly identify the next steps in their learning.
- There is scope to further improve the self-evaluation process to ensure that the effect of improvements and training courses on children's learning are consistently monitored.

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 playroom and the outside area.
- The inspector toured the areas of the premises used for childminding.
- The inspector discussed the quality of activities and the provision with the childminder.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector took account of the views of the parents and carers from the information provided in the settings own parent surveys.
- The inspector checked evidence of the childminders suitability and qualifications, a range of policies and the self-evaluation form.

Inspector

Helen Hyett

Full Report

Information about the setting

The childminder was registered in 2009. She lives with her partner and three children aged eight, 15 and 17 in Lowestoft, Suffolk. There is a secure garden for outdoor play and there is level access to the provision. The childminder work with an assistant for three days per week. The whole of the ground floor is used for childminding while the upstairs bedrooms are used only for children to sleep. She provides care every weekday and for the first four weeks of the summer holidays. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, all of whom are in the early years age group. The childminder takes children on trips and outings. She supports children with special educational needs and those with English as an additional language. The family have a number of small animals as pets including cats and chickens.

What the setting needs to do to improve further

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

- review procedures to assess children's development on entry to better utilise what is known about their capabilities and starting points to identify the next steps in their learning from the start of their placement
- evaluate the impact of training and improvements regularly to ensure that priorities to develop the provision are always sharply focused and consistently support children's achievements over time.

Inspection judgements

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

The childminder provides a welcoming and friendly environment. A playroom with vibrant displays of children's work is provided inside, while activities in the outdoor area capture children's interests and encourage them to make their own discoveries. Children play excitedly with water and natural objects, they sort stones according to their size and show great excitement when they make the bubbles fly away. Children quickly learn to be independent in their learning as the childminder encourages them to keep trying, for example showing children how to create their own bubbles and praising their attempts when they have a go themselves. This focus on child-led learning results in children who are highly engaged in their play and are keen to overcome challenges.

The childminder is skilful at intervening effectively in children's learning, asking questions

and re-shaping explanations to help the children develop their understanding. Teaching is strong as the childminder clearly understands how children learn through free play and planned activities. She provides a varied range of resources which the children clearly enjoy using. New vocabulary is modelled by the childminder to support the children to learn new words. Children develop good communication skills in the setting as the childminder regularly gives them choices, asking the children to verbalise their ideas. She models language using clear sentences and praises the children's attempts to develop their speech. This approach helps all children to learn but particularly supports those with additional needs and English as an additional language, who quickly learn to communicate and try hard to say new words.

Children are inspired to develop an interest in books as they listen to stories with interest. Books displayed at low-level help children to handle them independently. The childminder is fully committed to enhancing children's literacy skills, which is evident in the creation of imaginative story sacks that she has made for the children, who use them with delight acting out their favourite stories in their play. Parents are effectively engaged in their child's learning, they borrow the story sacks to share at home and contribute to scrapbooks of how they use the story props to enhance their child's learning. The childminder takes account of the parents' ideas and feedback, using this information in her planning to ensure that the children's interests and needs are met.

Children are encouraged to count and use number names in their play and daily routines. They excitedly count the eggs collected from the chickens in the garden, while the childminder introduces them to vocabulary to help them compare and understand different sizes. As a result, they quickly develop their mathematical understanding. The childminder regularly takes children to local groups and plans engaging visits according to the children's interests such as the beach, farm and local aquarium. These visits provide the children with opportunities to socialise with others, broadening their awareness of the community and wider world. Children have opportunities to develop creative skills through singing, dancing and imaginative play while physical play happens regularly outside and is enhanced with visits to local gym sessions.

To value the background and beliefs of all children, the childminder plans activities based around a range of festivals, providing children with opportunities to experience and respect different cultures. She supports children with English as an additional language by valuing their home languages and helping them to learn English. For example, she translates important words, provides dual language books and displays key words and pictures around the playroom.

The childminder has clearly implemented her learning from recent training and this has resulted in her being more able to support children's learning through recognising their interests and learning needs. Detailed records help to inform parents of children's activities over time. Parents regularly contribute to these records by sharing their child's interests and achievements. Progress checks at age two are carried out in detail to review children's achievements and identify required areas of development. When children start at the setting the childminder carefully finds out their interests, likes and dislikes. There is scope to further develop assessments of each child's stage of learning on entry to the setting to

support the childminder in tailoring their learning experiences to their specific needs from the start of the placement.

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

The childminder has a warm, welcoming and caring approach. Parents comment on how happy and well settled their child is in the family environment. Parents and children are invited to attend together before they start, giving them the reassurance to feel safe and well cared for. The childminder makes interesting family books for each child using photographs of significant people in their lives. Children enjoy sharing these with the childminder and her family, helping them to feel special and valued. Relationships are very strong, children show they feel comfortable in the childminder's care by running to her for cuddles and smiling happily when their parents leave. The childminder encourages open communication and works hard to develop very good partnerships with parents to ensure she clearly understands each child's needs. Children are supported to develop emotional attachments as the childminder caringly reassures them if they are worried and responds sensitively if they become upset or frustrated. The strong focus on developing positive relationships enables the children to play and learn happily in a secure environment.

Snack time is a well thoughtout and positive experience for the children who learn routines and make their own choices of what they would like to eat. They happily tuck into bananas and blueberries while the childminder encourages the children to develop personal skills by sharing and trying new flavours. Children enjoy healthy food, choosing from milk or water to drink and enjoying the home cooked meals that are provided according to the parents' wishes. Children are encouraged to develop healthy lifestyles with regular exercise, fresh air in the garden and trips to the local area. Opportunities to learn about the outside world are plentiful with a large growing area in the garden where the children help to plant seeds, care for plants and watch them grow. Hygiene practises are thorough, younger children are helped to wash their hands before meals and the childminder attends to children's personal needs with care. Children feel respected and are supported to manage their own needs by the childminder who is encouraging and sensitive.

Very good behaviour is promoted fully by the childminder who provides a calm environment and encourages the children to start to recognise their own feelings. As a result, children play happily and learn to respond well to their peers. The childminder is a positive role model, encouraging the children to take turns and consider the feelings of others. The focus on promoting good behaviour and caring relationships, enables the children to learn to follow routines and socialise together, helping them to be prepared for the next stage in their learning.

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

Children feel safe and secure because the childminder clearly understands the safeguarding and welfare requirements of the Early Years Foundation Stage. Regular training enables her to recognise the signs and symptoms of abuse and how to report

concerns. Risk assessments are effective to ensure that children consistently stay protected from harm because procedures to check that the environment is suitable and to ensure that children are kept safe during outings are rigorous. The indoor and outdoor environments are secure and enable children to move around safely and explore during their play and learning.

The childminder has made many improvements since the last inspection and has developed a broad range of documents to support her in promoting children's welfare. She has an up-to-date knowledge of first aid and practises emergency evacuation procedures with the children to ensure that children's health and safety needs are consistently promoted. Parents are fully involved in their child's well-being and have completed relevant forms, such as, those giving authorisation for the childminder to administer emergency first aid.

The childminder demonstrates her commitment to provide high quality education for the children in her care. Attending a range of training courses has helped her to develop her understanding of how children learn, enabling her to recognise and provide activities to promote the characteristics of effective learning. Through undertaking a Level 3 childcare qualification the childminder has had opportunities to work collaboratively with other professionals, improving the indoor environment and the range of opportunities that she provides as a result. Planning is monitored to check that activities appeal to children's interests and meet their learning needs. Assessment processes are rigorous, with the use of regular observation and planning for next steps, ensuring that children's learning and development is promoted well.

Since the last inspection the childminder has improved her self-evaluation and reflection on her practice and has accurately identified strengths and some areas for improvement. The childminder is effective at taking into account the views of others as she regularly seeks the views of parents and children and uses feedback effectively to identify priorities and meet children's developing needs. However, the childminder has not yet fully considered the impact on children of any changes she has made to the provision and whether her learning following training is consistently benefiting them. The childminder has plans to create a more accessible outdoor area for children to use in rain and cold weather. This provides an opportunity to monitor how this improvement promotes children's well-being and affects their understanding of the world.

The childminder has developed a good understanding of working together with other agencies. She is working towards updating her knowledge of how to coordinate provision and work in partnership with other professionals to support children with special education needs. This means she will be suitably prepared to provide appropriate interventions to ensure that every child reaches their full potential.

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	EY395370
Local authority	Suffolk
Inspection number	821902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	12/01/2010
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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