

Inspection date	14/08/2013
Previous inspection date	12/10/2009

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

- Children are settled and content in the childminder's care. They develop warm and affectionate relationships with her and her family. The childminder's well-considered settling-in procedures ensure that parents play an active role in preparing their children for the transition between home and the childminder's care.
- Younger children's personal needs are effectively met as the childminder works closely with parents to identify their requirements. She follows their home routines well, enabling them to feel secure in her care.
- Children are effectively protected from harm as the childminder demonstrates a secure understanding of her responsibilities with regards to protecting the children in her care. She regularly updates her safeguarding knowledge through appropriate training courses and workshops.
- The childminder demonstrates a good understanding of how children learn. She provides children with a varied range of planned and freely chosen play experiences, which help them to make good progress across all seven areas of learning.

It is not yet outstanding because

- Links with other early years settings, which children attend are beginning to be developed. However, these are not yet robust enough to enable all parties to work in strong partnership together to promote a consistent approach to supporting 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 lounge and viewed all areas of the childminder's home used for childminding.
- The inspector held discussions with the childminder at appropriate times.
The inspector looked at a range of records including children's details, information about their learning and development, written policies, proof of training courses the childminder has attended, evidence of the suitability checks carried out for all adults living on the premises and a selection of other relevant documentation.
- The inspector took account of the views of parents shared in written feedback and comments.

Inspector

Lynn Hughes

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four years and 10 years in a house in Ipswich, Suffolk. The whole of the ground floor and the rear garden are used for childminding. The family has a pet cat.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childminders 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:

- improve the arrangements for information sharing and partnership working with other early years settings, which minded children also attend, in order to identify children's needs; compliment the learning already taking place and support them in making progress.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and uses her knowledge to provide the children in her care with a fun and interesting educational programme. This results in children who generally make good progress across all seven areas of learning. When planning activities, the childminder takes account of children's differing learning styles and interests. For example, she plans activities, based around cars for those children who show a defined interest in vehicles and movement. The childminder's systems for observing children and using her observations to plan appropriate activities are strong. The childminder's observations are used to inform the weekly planning and to tailor activities to meet each individual child's next steps in learning. Parents play an active role in their children's learning by viewing their learning journeys on a regular basis. Parents are asked to tell the childminder about events

happening in their children's home lives which the childminder expands on to strengthen their learning experiences.

When planning appropriate activities for younger children and babies, the childminder has a strong focus on the three prime areas of learning. For example, she provides them with a range of resources, which enable them to explore different textures, colours and sounds. The childminder supports young baby's communication and language skills well by responding enthusiastically to their babbles and coos. She repeats their sounds, introduces new sounds and repeats familiar words, encouraging them to learn simple turn-taking. Babies are provided with a good amount of clear floor space, in which to roll, and move their limbs. The childminder provides appropriate furniture and equipment for older babies to begin exploring movement and to cruise around the room.

The exciting range of play equipment and resources provide good opportunities for children to freely explore all areas of learning. For example, they express themselves imaginatively through the extensive selection of dressing-up clothes and role play equipment. They enjoy being creative and freely access paper, drawing resources and collage materials. Older children develop essential skills required to prepare them for school readiness. For example, they begin to write their own name and to learn to dress and undress themselves through using the dressing-up clothes.

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

Children are content and settled in the childminder's care. They form good relationships with her and her family and enjoy the interaction they receive from them. The childminder's effective settling-in procedures enable parents, children and the childminder to feel fully confident about the arrangement prior to children being left in the childminder's care. Children's self-confidence and self-esteem is expertly promoted as the childminder speaks to them in a positive and enthusiastic manner.

Children play in a stimulating and well-resourced environment, which is made bright and welcoming through posters and examples of the children's creative work. They have free access to the childminder's garden, which provides them with very good physical play opportunities. They learn to take some risks in the garden, for example, negotiating the different sized slides. Children learn about keeping healthy and safe through everyday routines and planned activities. For example, they practise evacuating the premises in case of an emergency and talk about road safety when they walk to and from the local schools or go for a walk in the local community. Children enjoy a well-balanced diet, which comprises of fresh fruit and vegetables as well as the occasional biscuit for a treat. The childminder ensures children remain well-hydrated by providing fresh drinking water throughout the day. Younger children and babies' personal needs are effectively met by the childminder following their home routines. She works well with parents to discuss feeding times, rest arrangements and nappy changing procedures.

Children are appropriately prepared for the transitions in their life. For example, the

childminder works closely with parents to create effective communication. This enables her to keep abreast of changes in the children's home lives. When changes occur, she uses books, resources and appropriate activities to help children feel secure about them. Children are provided with good opportunities to gain confidence when meeting new people, when they visit toddler groups and meet with other local childminders.

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

The childminder demonstrates a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and has secure knowledge about how children learn. She has effective systems in place for reviewing and evaluating her educational provision. This ensures that all children are provided with challenging and stimulating learning experiences. The childminder is committed to continuous development and achieves this through effective self-evaluation. The childminder enjoys developing her professional knowledge by attending a wide range of training courses and holding discussions with other childminders and childcare professionals. She seeks appropriate training, which she feels will enable her to more effectively meet the needs of individual children. For example, a communication and language course provided her with good knowledge about developing children's emergent speech.

The childminder's robust understanding of safeguarding children, enables her to effectively protect the children in her care. A clear written safeguarding children policy is shared with parents and regularly updated in-line with new guidance. For example, she now has a policy on the use of mobile phones and cameras in her home. All adults living on the premises or having regular contact with children are appropriately vetted and proof of their clearance is available on file. Children play in a safe environment as the childminder regularly reviews her provision. For example, the large swimming pool, which she sets up during the summer months, is fully enclosed behind a fenced area, which is kept secure with a locked gate. Items which children may be able to climb on to access this area are moved away from the fence.

The childminder works well with parents and recognises the importance of good partnership working. She provides parents with clear written information about her childminding provision to ensure they are familiar with her policies and procedures. The childminder has links with the local school and pre-school in the area. She is beginning to develop procedures to enable her to work effectively in partnership with other early years settings, which minded children attend. However, these procedures are not yet robust enough to enable her to effectively work in partnership with them to identify children's needs or to complement the learning already taking place.

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	EY374496
Local authority	Suffolk
Inspection number	878692
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	12/10/2009
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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