

Inspection date	21/08/2013
Previous inspection date	04/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has gained a secure knowledge and understanding of how to promote the learning and development of young children to ensure they make good progress.
- Children are eager to take part in the stimulating activities and confidently take the lead in their play. They show high levels of independence skills as they make choices in their play and care needs.
- The childminder values and respects the children's cultures and family backgrounds supporting them to settle well and to learn about, accept and celebrate difference and diversity.
- The childminder has worked hard since the last inspection and her practice has improved significantly. She has embraced the support provided and thorough monitoring and evaluation ensures that stimulating, interesting and challenging experiences are planned for all children.

It is not yet outstanding because

- The childminder is not maximising partnerships with parents for the children who also attend the local nursery as parents no longer have the opportunities to contribute to their child's developmental records as they have been passed to the nursery.
- There is scope to improve children's understanding of a healthy diet and lifestyle by extending the range of healthy options introduced to the children.

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 childminder's home and outdoor learning environment.
- The inspector made a tour of the premises, outdoor area.
- The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the written views of parents and carers and information included in the self-evaluation documents.

Inspector

Moiria Oliver

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She works with one other registered childminder and minds from her co-childminder's house in Ipswich, Suffolk. She shares overall responsibility for the childminding practice with her co-childminder. The two childminders also employ two assistants. The whole of the ground floor of the property is used for childminding and an upstairs bedroom is available for daytime sleeping. There is an enclosed garden for outdoor play.

The childminder takes children to local shops, libraries and play areas on a regular basis. Her co-childminder takes children to, and collects them from local schools and pre-schools. There are currently 18 children on roll, of whom 14 children are in the early years age group. Children attend part-time and for a variety of sessions. The childminder offers care, with her co-childminder, all year round, from 8am to 6pm Monday to Friday, except for one week at Christmas. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already good partnerships with parents to ensure their continued involvement in observing, assessment and planning, with particular regard to those whose children also attend the local nursery
- extend the range of healthy options introduced to children to improve their understanding of healthy diets and lifestyles.

Inspection judgements

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

Children have enthusiasm for learning and are eager to get involved in the stimulating activities. This prepares them well as they develop the skills needed to support their eventual move into pre-school or school. They confidently take the lead in their play and independently access the wide range of resources as they move between the stimulating indoor and outdoor learning environments.

Robust observation, assessment and planning across all areas of learning are significant in enabling children to make good progress. The childminder works closely with her co-

childminder and assistant to ensure they are all aware of the next steps in learning planned for each individual child. The areas and resources are set up to provide challenge and interest to extend the children's learning further. For example, due to the children's recent interest in the sea-side, they have set up a beach in the outdoor area. Seaweed, pebbles and shells are added to the water tray to provide natural items for children to explore, feel and smell. Children use their imaginations as they sit in the sand tray making castles and catching imaginary fish. They pack suitcases and play with dolls in the tent where they access sun hats and swimming towels, developing their imaginations further.

Very young children happily explore their surroundings as they pull themselves along to reach their favourite musical toy. The childminder provides additional stimulation to engage them in strengthening their bodies more. They reach up, lifting their head and supporting themselves with their hands to see the toy octopus. Children's communication and language skills are developing well, including those who speak English as an additional language, as the childminder introduces new words and talks to them about what they are doing. Younger children are encouraged to learn new words as they begin to express themselves and ask for what they want. The childminder asks relevant, open-ended questions to encourage the older children to think for themselves and to predict what might happen.

The childminder has very successfully brought all areas of learning into the outdoor area to extend those children who learn better outdoors. Children delight in using the pretend travel agency, they show their passports and look for holidays in brochures. They develop their pencil skills and some of the older, more able children are confidently writing letters from their names as the childminder sounds them out. They have opportunities to paint and explore mixing colours and make marks on paper. Their art work is displayed both indoors and on the outdoor display board, valuing their contributions. The childminder encourages simple calculation as children count and work out how many yogurts are needed for the children present.

Children gain an understanding of the wider world as they plot on a map where individual children's families come from and learn about the national flags. They involve the parents and introduce children to different diets from the range of countries and pictures of the foods are displayed in the indoor role-play area. Parents are fully involved in their child's learning in the setting. Every three months, time is arranged for them to speak formally to their child's key person and parents contribute to their child's learning journey records with observations from home. These are used, with the observations recorded and assessed by the childminder, to plan the next steps in their child's learning and development. However, this partnership working is not fully maximised for children who attend the local nursery as their learning journey records are passed on to the nursery and no longer available in the childminding setting for parents to contribute to.

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

Children enjoy a warm and caring relationship with the childminder and this is evident through their play and interactions. They readily involve her in their play and enjoy cuddles with her when they wake up from a daytime sleep. They confidently access the

toys and resources as they move freely through all the play areas including the outdoors. They make close friendships with the other children that attend and the childminder supports them to take turns and to share the toys fairly. They show high levels of independence as they help themselves at meal and snack times and choose the foods that they want from plates in the middle of the table. Even the youngest children are supported to pour their own drinks. They take care of their own needs and take themselves off for a sleep when they are tired, meeting their individual needs.

The childminder promotes smooth transitions from home to the setting. She values the unique personalities and backgrounds of all the children. Parents supply photographs of themselves and their families which the childminder has collected together in an album to share with the children. Children enjoy looking at the photographs and pointing to and naming their family, helping them to feel safe and settle well. Babies have their emotional and individual care needs met very well as the childminder finds out about and follows their home routines.

The childminder offers a varied and healthy diet for the children and has menus displayed to ensure parents are aware of the foods provided. She talks to the children about the foods and those that are good for teeth and growth. They have a range of fresh fruit and at snack time and salad vegetables with lunch. However, there is scope to improve the children's understanding of a healthy diet by extending the range of healthy options. Although children are offered some healthy fillings in their sandwiches, on occasions they are offered foods that have less nutritional value, such as white bread with jam filling or tinned spaghetti.

Children learn how to keep themselves safe and healthy. The childminder acts as a positive role model as she wipes the younger children's noses, put the tissue in the bin and washes her hands. She talks to the children about the importance of hand washing as they confidently use the liquid soap and manage the taps. They learn about road safety when out and take part in monthly fire drills. Children learn how to use the equipment safely and to tidy up toys when they have finished to ensure they are not a tripping hazard to others. The childminder, her co-childminder and assistants have a consistent approach to supporting children to manage their behaviour. They are calm and use age appropriate explanations to support the children to understand when behaviour is not appropriate. They use a positive approach and acknowledge the children's feelings. Children are encouraged to use words to express their feelings and this is supported through the use of carefully selected books which are shared and talked about with the children.

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

The childminder has worked exceptionally hard since her last inspection to make the improvements required. She has embraced the support from the local authority and attended additional training to ensure that she has a secure knowledge and understanding of the learning and development requirements. She works with her co-childminder and assistants to monitor and evaluate the provision and they share the same drive as they

strive for excellence. The changes have had a significant effect on the quality of the provision for all children and they are making very good progress. The learning environment is bright and stimulating and provides challenge and interest. It is well designed and the childminders monitor all areas to ensure they are well used, and if not they are adapted and improved.

The childminder fully understands her role in meeting the safeguarding and welfare requirements. The premises are safe and secure and thorough risk assessments ensure that any hazards to the children are minimised. The children are supervised at all times and high adult to child ratios ensure that the children receive good levels of individual attention when needed. A clear and concise set of policies and procedures support their practice and are shared with parents. These provide a detailed explanation of their practice and duty regarding safeguarding children from abuse and neglect. The childminder is confident to follow appropriate procedures when necessary. Robust recruitment procedures are in place for her assistants. She ensures that they also know their responsibilities towards safeguarding and have a secure understanding of all the policies to ensure children are safe. Both assistants are qualified and experienced. In addition, one of them is also qualified as a Special Educational Needs Co-ordinator and has the skills to identify children who may need extra support and to meet their individual needs well. This ensures a fully inclusive provision where all children make good progress given their starting points.

A high priority is given to partnership working as the childminder is fully aware of the benefits to the children. She has built close links with the local school and nursery and they share children's development records ensuring a consistent approach. The childminder takes the children to meet with their new teachers to help support them to make smooth transitions into school and nursery. Parents are very happy with the care their children receive and speak highly of the childminders and their assistants. Parents are encouraged to provide feedback to give them a voice in the shaping of the provision.

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

Unique reference number	EY450329
Local authority	Suffolk
Inspection number	925310
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	18
Name of provider	
Date of previous inspection	04/02/2013
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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