

<b>Inspection date</b>	11/09/2013
Previous inspection date	01/04/2009

<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 good progress is skilfully promoted. The childminder interacts very effectively with children to enrich their communication and language skills and extend their critical thinking.
- There are rich opportunities for children to visit places of interest in their local community. These outings widen their social experiences and strengthen their understanding of the world around them.
- The childminder establishes positive partnership working with parents. There is a constant exchange of information, which supports children's well-being and promotes good continuity in their care and progression.
- Rigorous monitoring of children's safety ensures that they continue to be well protected. The childminder, her assistant and students have a strong understanding of procedures for safeguarding children, which goes further to promote children's welfare.

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

- There is scope to enhance children's good literacy skills by increasing the use of words, labels, signs, and notices in the indoor and outdoor learning environments.

## 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 children's activities in the playroom.
- The inspector spoke with the childminder, children and a student at appropriate times throughout the inspection.
- The inspector took into account the feedback from parents in written reference letters.
- The inspector looked at the children's assessment records, the childminder's training certificates and some written policy documents.

## Inspector

Sarah Clements

## Full Report

### Information about the setting

The childminder was registered in 2006 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 eight and 11 years in Ipswich, Suffolk. The whole of the house, with the exception of three bedrooms, is used for childminding. Children also have access to the enclosed garden for outdoor play. The family has a pet dog and some fish in a tank.

The childminder attends a toddler group and childminding group, and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder regularly works with an assistant. She operates all year round from 6am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She holds a relevant early years qualification at level 3.

### What the setting needs to do to improve further

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

- enhance the educational programme for literacy by providing an environment that is rich in signs, labels and notices, and creating opportunities for children to learn that print carries meaning.

## Inspection judgements

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

Children are skilfully supported by the childminder, who has a good understanding of how to promote their learning and development. She spends a majority of her time interacting with the children, getting involved in their imaginative play and asking open-ended questions to enhance their critical thinking. For example, while children investigate a box of dinosaurs, the childminder very skilfully prompts them to compare their varying sizes. She extends their ideas by asking them to think of other animals that have long and short necks, effectively stimulating their use of mathematical language. The childminder gets to know the children very well because she constantly observes and listens to them as they play. She uses her observations effectively to assess each child's individual achievements and interests, and to gauge any gaps in their achievement. Consequently, the range of activities is strongly based on children's individual needs and offers them consistently good levels of stimulation and challenge in their learning. This means that all children make good progress given their starting points and capabilities, and develop the skills they need in readiness for the next stage in their learning.

Conversations flow freely between the children and the childminder. This is because the childminder shows an interest in what children say and do, and actively encourages them to speak about their ideas. For example, younger children use simple sentences to narrate the steps they follow as they dress a doll in different outfits. The childminder steps in sensitively at appropriate times to extend younger children's vocabulary as she prompts them to say new colours, such as 'purple'. Children make marks freely with pens, chalks and paintbrushes, and also enjoy moving their fingers through the cornflour gloop. Older children are encouraged to move forward in their literacy development as the childminder supports them to learn how to write different letters. For example, they have opportunities to practise writing the letters in their name, with good attention given to the use of capital and lower case letters. This ensures that children are preparing their skills well in readiness for school. Although children encounter a few words written on posters and in books, there are limited examples of words printed on signs, labels and notices within the childminder's home and garden. This means that children are unable to refer to these when writing themselves, and opportunities for them to recognise that print carries meaning are not fully optimised.

A good range of outdoor equipment is provided to promote children's physical development, including apparatus to push, pedal and lift. The childminder is mindful to create good opportunities for children to refine their physical control and coordination. For example, they are encouraged to tackle more intricate tasks, such as peeling the plastic from the back of a plaster and attempting to tie a bow in a doll's bib. Children's understanding of the world around them is fostered through a very wide range of interesting first-hand experiences, including regular outings. For instance, they delight in observing different animals and sitting on a real tractor during a fun trip to a farm.

The childminder works closely with parents to find out about their child when they first attend. This includes information about their interests, skills and any extra support they may need. Consequently, the childminder uses this as a starting point to plan effectively to meet each child's individual needs. From here, there are daily discussions with parents regarding their child's ongoing progress, and regular opportunities for them to read their child's well-presented 'learning journey' record. The childminder is successful in engaging parents in supporting their children's learning and development. In particular, she provides parents with helpful guidance and information leaflets about potty training to enable them to promote their child's self-care skills at home.

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

The childminder is attentive and caring in her manner, which supports children in establishing strong emotional attachments with her. A gradual and flexible approach to supporting new children to settle in ensures that they quickly feel at ease and their well-being is promoted from the beginning. In particular, the childminder works in close partnership with parents to ensure children's care routines in relation to eating, sleeping and toileting are fully respected.

The childminder makes good use of local toddler groups, attending these with the children

on a very regular basis. Children enjoy these experiences and quickly gain confidence as they interact in larger groups. This provides a firm foundation for their personal, social and emotional development, which in turn helps children to be ready for their transfer to pre-school or school. Children's consistently good behaviour shows that they feel very comfortable in the childminder's care. They move around with confidence, seeking the childminder out to share their ideas and invite her to join in with their play. They behave positively because the childminder is a very good role model. For example, she actively reinforces the use of 'please' and 'thank you' so children learn to be polite and considerate in their interactions. When children occasionally find it difficult to share toys, such as the popular pink dinosaur, the childminder is on hand to remind them of the importance of taking turns. The childminder is also attentive to offering each child regular praise and encouragement, which contributes to them developing a strong sense of self-worth. Children are given plenty of scope to manage everyday tasks for themselves, such as hanging up their coats, putting on their shoes and washing their hands. This develops their independence effectively and prepares them further for the next stage in their learning.

Children learn to adopt many aspects of a healthy lifestyle while in the childminder's care. They move about energetically and exercise on a daily basis as they play in the childminder's garden, at toddler groups and during trips to the park. Children follow consistent routines that help them to learn about good hygiene practices and the importance of personal care routines. For example, they demonstrate a strong awareness of the need to wash their hands after using the toilet as they re-enact this routine with characters in the role play house. Older children are mindful to put tissues in the bin after wiping their nose, after a quick reminder from the childminder. These routines mean that children are actively involved in minimising the risk of spread of infection. The provision of food and drinks is carefully planned, often in partnership with parents, to ensure children benefit from a variety of nutritionally balanced meals and snacks. The childminder is consistent in raising children's awareness of potential dangers and helping them to understand how to stay safe. For example, children talk about the importance of holding on carefully to the bannister in order to steady themselves as they walk down the stairs. Purposeful discussions about crossing roads safely and being aware of traffic go further to promote children's understanding of how to keep themselves safe, particularly during outings and the school run.

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

Children's safety is a top priority for the childminder. She attends regular training to maintain a good understanding of how to safeguard the children in her care, including the local procedures for reporting any concerns. This means she can act promptly and effectively if she feels a child is at risk of being abused or neglected. The childminder also ensures that her written policy for safeguarding children is shared with parents, her assistant and any students to promote children's welfare even further. Other procedures, including thorough risk assessments of the home, garden and outings, ensure children are cared for in a very safe and secure environment. All documentation pertaining to the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage are well organised and of a high standard. Consequently, the safe and efficient management of the provision is well promoted.

The childminder is motivated and keen to secure continuous improvement to the provision for children. She attends a good range of training courses whenever possible, in order to extend her skills, knowledge and understanding to meet children's needs. There have been many other improvements since the last inspection, with all actions and recommendations being fully met. In particular, the arrangements for observing and assessing children's progress are more effective, with each child's future learning priorities being more clearly defined. This means that children's learning and development are now supported more successfully. Children continue to receive interesting educational programmes, through which they make good progress. This is because the childminder monitors children's engagement in activities and exchanges new ideas with her childminder colleagues to incorporate into her own planning. Through effective self-evaluation, the childminder establishes clear targets to enhance the provision for children. For example, she aspires to make better use of her newly acquired allotment to build on the children's enjoyment of outdoor learning and exploring the natural world.

Parents are provided with a broad range of information, both in written form and verbally. This means they are kept fully up to date with their child's progress and have the information they need to protect their welfare. They have purposeful opportunities to share their views and make suggestions. For example, the childminder encourages them to provide detailed written reference letters in which they commend the provision very highly. The childminder demonstrates a clear understanding of the benefits of partnership working with other early years providers and outside agencies to promote good continuity in children's care and progression, should the opportunity arise in the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY316191
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	820465
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/04/2009
<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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