

Inspection date

06/11/2013

Previous inspection date

07/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 develops warm and caring relationships with the children, sensitively supporting them with the transition between home and her care. Consequently, children settle well and are very happy and secure with her.
- The childminder has a good understanding of how children learn and effectively uses observation and assessment to offer support and challenge matched to their individual needs.
- A stimulating variety of fun activities and resources is used well by the childminder to build on children's interests and capabilities and to encourage their ongoing learning and development.
- Positive and trusting partnerships are established with parents and others to aid continuity of care and support children's learning and development.

It is not yet outstanding because

- There is potential to further develop the use of outdoors to offer children rich and diverse experiences to promote their exploration and understanding of the natural world.
- There is scope to improve the rigour of risk assessments to more fully support the health and safety of 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 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 main downstairs rooms and the garden and interacted with the children.
- 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 and her assistants.

Inspector

Hazel Meadows

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children, aged 19 years, 13 years and seven years, in a house in Ipswich, Suffolk. The childminder occasionally works with an assistant. Children predominantly play downstairs and the bathroom is downstairs. A first floor bedroom is used for daytime and occasional overnight sleeping. There is a rear garden, available for outdoor play. The family has three cats, guinea pigs, a chinchilla and a tarantula as pets. The childminder attends a childminder group and the local children's centre. She visits the local shops and parks on a regular basis. She takes and collects children to and from local schools and pre-schools.

There are currently 12 children on roll. Three children are in the early years age group and attend on a part-time basis for a variety of sessions. There are also nine school-aged children who attend before and after school and during some school holidays. The childminder offers care all year round, from 7am to 7pm Monday to Friday, except for family holidays agreed in advance. She also offers occasional overnight care.

What the setting needs to do to improve further

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

- improve children's scope of discovery and exploration of the natural world by offering richer and more diverse outdoor play and learning experiences, for example, make more use of the garden to extend children's exploratory and investigative instincts using all their senses
- improve the rigour of risk assessments to ensure areas used for childminding fully support the health and safety of children, for example, ensuring cat bowls and litter do not present a health hazard and improving some safety aspects in the garden to enable its use all year round.

Inspection judgements

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

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, plus her own observations, to establish each child's capabilities and starting points. Ongoing observations enable her to plan activities and offer support, or additional challenge, tailored to each child's emerging skills and stage of development. The childminder records written observations, linked to the areas of learning, in a learning journey development record and a daily journal for

each child, to monitor their progress. Supported by guidance documents, she accurately assesses children's capabilities and plans for their future learning. Children's good progress is clearly evident.

The childminder encourages parents to be involved with their children's learning and development. Parents are able to view their child's learning journal at any time and their contributions from home are welcomed. The childminder completes clear and comprehensive written progress checks at age two, liaising closely with parents, to ensure children are learning and developing within the expected range for their age. The childminder has a secure understanding of how children learn and how to effectively promote their progress in all of the areas of learning. Through planned and purposeful play, she promotes and teaches the prime areas well to ensure children have a good foundation for the next stages in their learning.

The childminder plays at the children's level and engages well with them, supporting their learning and development. She is attentive to the children and is skilled at promoting their communication using expressive speech and eye contact, facial expression and smiles. The childminder talks freely with them, giving them time to think and respond. She speaks clearly and simply to younger children, or those who have more limited understanding of English. She supports words with gestures and points to objects to aid their understanding and expand their vocabulary. Children concentrate and persevere with activities which engage them. For example, a child works out how to put together a train track and spends considerable time engrossed in imaginary play with the trains. The childminder encourages children to be creative and develop their own ideas. For example, she offers a variety of textures and media and a range of engaging craft activities and materials for them to explore. The childminder enables children to weigh and measure ingredients, when doing cookery activities, to support their developing understanding of mathematics. A delightful range of appealing books are readily accessible and well presented. The childminder freely reads stories to the children, helping them to understand that text has meaning and developing their appreciation of books.

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 the childminder and her home. Information is gathered from parents to help her get to know each child's likes, dislikes and routine and support them according to their individual needs. The childminder is warm, caring and attentive and children develop a positive relationship with her. They clearly feel secure with her and remain comfortable and at ease when visitors arrive at the home. An appealing selection of good quality toys and resources is readily available to children in low-level storage and transparent boxes. This enables children to see what is available and promotes their independence and exploration. Children are becoming increasingly confident and inquisitive which is building a good foundation for future transitions to other settings.

The childminder's home is a welcoming and stimulating environment for young children. An abundant variety of toys and resources is readily available in low-level storage and see-

through boxes. The childminder values children's individuality and is mindful and respectful of different cultures and beliefs. An appreciation of diversity is reflected very positively in the books, activities and resources available. The childminder is a positive role model of behaviour for the children and treats them with kindness and respect. She gets down to the children's level and gives clear explanations and choices, in language and a tone they can understand. She calmly but firmly enforces reasonable boundaries of behaviour, which helps children feel secure and understand what is acceptable. This enables young children to learn how to manage their behaviour and consider others, for example, sharing toys and taking turns. She recognises that children with more limited understanding of English may require additional support, using gestures and facial expression to support language.

Children's health is well promoted through regular exercise and positive food choices. Regular outdoor play ensures they have a healthy amount of fresh air, exercise and natural daylight. Children develop their physical skills and confidence as they use play equipment in local parks and play areas or competently manoeuvre ride-on toys in the garden. They explore their abilities and limitations and are gaining an understanding of risk and how to keep themselves safe. In the garden, children swiftly learn how to move carefully on the slippery path to avoid slipping over. The garden is predominantly used in the summer and there is potential to improve some safety aspects and utilise it more throughout the year. The childminder is watchful of children as they play with her kittens and does not leave children unattended with animals. However, cat litter and bowls are within easy reach of children, presenting a possible health hazard. Risk assessments are undertaken, however, there is scope to improve the rigour of these to ensure children can play safely and freely in all the areas used for childminding. Some parents provide their children's own food and the childminder is flexible to accommodate their preferences. The childminder offers a nutritious and balanced variety of healthy snacks and meals, encouraging children to develop a taste for healthy options. A menu is made available for parents. Facilities are available for children to rest or sleep according to their individual needs.

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

Children are kept safe as the childminder is clear of her role and responsibility to protect them from harm. She has attended safeguarding children training and has a secure understanding of child protection. She has a comprehensive safeguarding policy and understands the procedures to follow if she had concerns about a child. An evacuation drill has been practised with the children, to ensure they are familiar with the procedure and that it works effectively. Good adult to child ratios are maintained, with the use of an assistant if required, ensuring that children are well supported in their play and learning. The childminder ensures the competence and suitability of assistants. She outlines their role and responsibilities to them when they start with her and monitors their ongoing practice.

The childminder has a clear understanding of child development, how children learn and the seven areas of learning. She uses this knowledge to closely monitor her planning and

assessment to ensure it offers an accurate reflection of each child's skills, abilities and progress. This enables her to swiftly identify and offer any additional support or challenge children may require to maximise their progress. She has a commitment to ongoing learning and development and uses training courses and guidance documents to improve the quality and impact of her teaching on children's learning. Self-evaluation is effective and the childminder uses an Ofsted self-evaluation form to focus her assessment and identify aspects for further improvement. She has addressed actions and recommendations from her last inspection.

All required documentation is well maintained and made available for inspection. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parents' wishes. Records are clear and comprehensive, for example, accident records are clearly maintained and signed by parents. An information folder, containing copies of her training certificates, policies and other relevant information is shared with parents. The childminder establishes positive and trusting partnerships with parents. She promotes regular verbal and written communication between them, for example, via text, email and daily communication books. This ensures parents are well informed and individual children's needs are met and their welfare promoted. She is aware of action to be taken should a child become ill and has appropriate documentation to record medication details. The childminder maintains effective links with other early years professionals, for example, at the local children's centre and pre-school. This promotes a continuity of approach to support individual children's learning, development and welfare needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY378149
Local authority	Suffolk
Inspection number	941085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	07/04/2009
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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