

Inspection date	07/11/2013
Previous inspection date	13/02/2009

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 an environment in which children are motivated and absorbed in their learning. This helps them to acquire knowledge and skills to support future their learning and development.
- The childminder encourages children to develop positive attitudes to the importance of healthy eating and exercise, enabling them to adopt healthy lifestyles.
- The childminder works in partnership with parents and adults from other early years settings. This enables the children to enjoy good continuity of care.
- The childminder has a clear understanding about safeguarding children from harm and as a result the children in his care are well protected.

It is not yet outstanding because

- There is scope to enhance the childminder's support for children's speech and language development through further training, such as 'Every child a talker'.

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 taking part in activities in the living room of the childminder's setting.
- The inspector looked through a range of documentation including policies, procedures, children's development records and the childminder's self-evaluation form.
- The inspector held a wide range of discussions with the childminder, interacted with minded children and discussed a joint observation about the childminder's interaction with the children.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Lynn Clements

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, their four children and their foster child. The family live in a residential area of Haverhill, Suffolk. The whole of the house and the garden are used for childminding.

The childminder attends local activity groups, the local children's centre and parks. He drops and collects children from the local pre-school and primary school.

The childminder operates throughout the year from 7am until 7pm. There are currently 11 children on roll, five are in the early years age group and six are over five-years-old. All of these children attend for a variety of sessions. There were two children under five years present during this inspection. The childminder works with his wife who is a registered co-minder. They are registered to work with an assistant. They have both completed relevant early years training including completing National Vocational Qualification (NVQ) Level 3 training in Early Years Childhood Care and Education.

What the setting needs to do to improve further

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

- enhance support for children's emerging language skills by extending knowledge of teaching methods, such as 'Every child a talker'.

Inspection judgements

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

The childminder takes the time, prior to placement, to find out about the individual learning needs of each child. By talking to parents and carers, he discovers information relating to the abilities of the children. This is collated in individual learning journals on 'All About Me' record sheets. This important information is used well by the childminder to assess children's starting points and organise activities to interest and motivate the children in his setting. Progress checks are made at age two years and the parents take full part in these. Ongoing assessments for learning enable the childminder to identify any gaps in learning. He can then address these through planning and, where necessary, working with other professionals in order to target and close gaps where possible. Parents and carers are involved in continuing observation and assessments. They are fully encouraged to share information about their children's achievements and learning which happens at home. This means that the childminder can continue to support each child effectively and they can enjoy continuity of learning through their early years. This supports children's future developments, helping them to acquire and embed learning

which aides their move onto school.

The childminder works closely with his wife who is a co-minder at the setting. In the past they have delegated their roles and responsibilities between them. Now, however, they are developing their practice so that they both have a very clear understanding about all aspects of their setting. The childminder has a good understanding about the prime and specific areas of learning. He also understands about the importance of incidental learning. For example, while feeding a baby in the highchair, the childminder encourages the use of spoon and self-feeding, giving the child time to do this enables success in a calm and supportive learning environment. The childminder encourages independence with older children. Time has been taken to plan learning environments both inside and outside, enabling the children to make their own choices and selections from child height storage. This encourages them to initiate their own play and learning at their own pace. The childminder understands about supporting and extending learning when, for instance, if play begins to flag. He offers ideas to the children to help encourage and enable them to build further on their notions and creative thinking. While the childminder supports children's language development effectively, an aspect of this is not as well embedded as his co-minder's, who has undertaken training relating to 'Every Child a Talker'. This means that as both work closely together, some children receive slightly less or differing input than others. This is due to minor inconsistencies in their teaching methods created by the training accessed.

The childminder organises opportunities for the children to enjoy role play, dressing up and using their imagination. They have great fun as they become princesses and dance around the room. The children talk avidly about their games and encourage others to join in. They are clearly confident in the setting and independent in the setting. They share their ideas with adults about the games they want to play. They are involved in planning learning opportunities. For example, they talk about trips out to the park and soft play centre. The childminder encourages very young children to develop their independence. For example, they begin to toddle and pull themselves up on furniture. This is understood and supported by the childminder who arranges the room in order to facilitate this. As the child toddles along, occasionally flopping on their bottom, they show great delight in their achievements. The childminder is quick to encourage and praise. Facial gestures and intonation helps to convey meaning to which the child responds by babbling and gurgling, eyes focused in delight on the childminder.

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

Before children begin their placement in the setting, parents and carers meet with the childminder. These meetings provide vital opportunities for the childminder to obtain relevant information about the particular care needs of each child. This ensures that their medical and dietary needs are met and also makes sure that the childminder has clear emergency contact details. It also enables the parents to share their wishes and the routines their children enjoy at home. This enables the childminder to plan well and means the children move between their home and the childminders without fuss or friction. Children's transitions from home to the childminder's care, are managed sensitively and gradually. Consequently, children settle swiftly. The overall organisation of the setting

further encourages the children's independence. For example, child height furniture, pegs and storage enables them to see to their own belongings on arrival. Children make independent choices about what they wish to explore and play with and do this in safety and comfort. The childminder works with a co-minder and, on occasion, an assistant. Both co-childminders act as key persons within their setting. They discuss the needs of the children and compile records together. They support children effectively to develop good social skills so that they are emotionally well prepared for the transfer to school.

Children are fully encouraged to learn about keeping themselves safe. They also enjoy doing things for themselves and take appropriate risks under the watchful eye of the childminder. They are competent in identifying how to keep themselves and others safe. For example, children talk about keeping small toys away from the baby. They explain that this is because babies like to explore using their mouths and small toys could make them choke. Snack and meal times are social occasion where the children and adults sit together. This provides good opportunities for older children and adults to role model positive manners and behaviour. Children say 'please' and 'thank you'. They talk about washing their hands first and about sitting at the table until you have finished eating. The children enjoy snack time as it provides opportunities for them to taste and talk about different foods from around the world. They learn where foods come from, how they are grown and how it is important to make sure that you choose healthy foods to help your body grow strong. Hygiene routines throughout the setting make sure that the children are protected from cross-infection. For instance, antibacterial sprays are used on the changing mat and table tops. The childminder adheres to strict personal hygiene routines.

Opportunities for the children to enjoy getting out in the fresh air take place on a daily basis. They enjoy regular trips to the local parks and play centres as they get out and about in the local community. These trips provide key occasions for the children to socialise with others and develop their understanding about the world in which they live. Children demonstrate their caring nature towards each other. This is encouraged by the childminder who is an ideal role model. Children show kindness as they help the baby to reach for toys or make room at floor activities. Children's behaviour is very good. This is because the childminder has clear strategies in place which the children are involved in deciding. They are able to take responsibility for their behaviour and as such, they share this and remind each other about their own rules so everyone is happy and included. The co-childminder's along with the assistant make sure that their behaviour management approach is consistently applied between them. This ensures that the children have clear, sensitive and steady expectations about interacting with each other, adults and towards the environment.

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

The childminder undertakes regular safeguarding training. He fully understands about the importance of referring any child protection concerns to social services as a matter of urgency. He is also fully aware about following up any referrals in writing and notifying other relevant agencies as required. A clear safeguarding policy is in place. This outlines the childminder's responsibility with regard to protecting the welfare of children in his

setting. This policy, along with other relevant policies, procedures and documentation is shared with parents, carers and staff in order to promote the smooth management of the setting and to provide positive outcomes for the children attending. Robust procedures are in place with regard to employment. Currently, the childminder has an assistant. He clearly understands about police checks and would never leave children unsupervised with adults visiting his setting or with those they meet out and about.

Training and attention to continuing professional development is generally good. Required training, such as paediatric first aid and food hygiene enables the childminder to care for children appropriately. Improvements since the last inspection have been made. This include developing opportunities for the children to explore similarities and differences of other cultures around the world. The pchildminder has also successfully undertaken and completed training to NVQ Level 3 in Childhood Practice and Early Education. This has had a positive impact on his setting and has helped to raise the quality of teaching, along with learning how to support children more effectively in their development. He monitors the educational provision and staff effectiveness well.

The childminder works closely with other agencies and with staff at local schools and pre-schools. These established relationships ease children's move to other settings or onto school. He works closely with parents to enhance all aspects of children's care learning and development to support their good progress.

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	EY308316
Local authority	Suffolk
Inspection number	941971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	11
Name of provider	
Date of previous inspection	13/02/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

