

Inspection date

Previous inspection date

03/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provider develops an environment in which children are motivated and actively absorbed in the learning process. This helps them to acquire knowledge and skills to support their future learning and development.
- The provider offers daily opportunities for the children to learn about and develop positive attitudes to the importance of fresh air, exercise and adopting healthy lifestyles.
- The provider works in partnership with parents. This makes sure that the children receive good continuity of care and parents are fully involved in their children's experiences and achievements with the childminder.
- The provider has a clear understanding about safeguarding children from harm and as a result the children in her care are well protected. Attention to continuing her professional development means practice remains relevant and up-to-date for the children.

It is not yet outstanding because

- There is scope for the childminder to enrich opportunities for children to talk in everyday situations and allow them more time to think before answering questions.
- There is room for the childminder to increase the range of interesting learning and development opportunities in her outdoor environment, providing children with increased chances to explore the natural world.

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 spoke with the provider, her assistant and children at appropriate times throughout the inspection and viewed letters from parents about the childminder's service.
- The inspector observed activities in rooms used by the children and viewed the outside play area.
- The inspector carried out joint discussions with the provider in relation to making observations of the children's play and learning.
- The inspector looked at a selection of policies, procedures and relevant documentation including evidence of suitability checks and evaluations carried out by the provider.

Inspector

Lynn Clements

Full report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register. There are currently four children on roll, two of whom are in the early years age group. The childminder is currently caring for a small number of children who speak English as an additional language. She lives with her husband and their 18 year old son in a house in Newmarket, Suffolk. The ground floor of the house is used for childminding. There is a rear garden available for outdoor play. The family has two dogs as pets.

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 school and pre-school. The childminder operates all year round from 6am to 6pm, Monday to Saturday, except bank and family holidays. The childminder works with an assistant.

What the setting needs to do to improve further

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

- enrich opportunities for children to talk in everyday situations and provide more time for them to think before answering questions
- extend and enrich the opportunities for children in the outside learning environment to investigate further exploration of the natural world.

Inspection judgements

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

The childminder has a good understanding about how young children learn through play. Prior to placement, she takes time to gain information from parents regarding their child's achievements and interests related to their learning and development. This is primarily obtained through discussions and recording information in 'All About Me' record books. The childminder is then able to initially learn about the child's developing skills in relation to the different areas of learning. For example, their physical development or communication abilities. This enables the childminder to then plan a welcoming learning environment based around their individual needs and interests. Her aim is to help children make a smooth transition into her setting using information shared in partnership with parents about their starting points. This enables the children, from the outset, to settle and begin building on their existing achievements. The childminder extends these initial assessments, making pertinent observations about the progress and interests of individual children while in her setting. She continues to share observational records with parents

which helps them to extend their children's learning at home. Assessment for learning is undertaken by the childminder and relates to the progress the children make towards the prime and specific areas of learning and development. As a result, the childminder is able to identify any potential or realised gaps in learning and address these. This is achieved through the planning of interesting and motivating activities which capture and engage the children. Gaps are closed through purposeful play which is tailored to meet their individual learning needs. This attention to detail helps the children to develop and embed the skills they will need for later learning and moves into school.

The childminder has good systems in place to support the small number of children attending who speak English as an additional language. For example, she obtains key words from parents, prior to placement, helping her to understand the basic needs of the child in her care. This enables the children to settle quickly as they can make themselves understood. In addition, other communication channels are explored, such as sign language and the use of pictorial images. All of this supports both the childminder and child to enjoy positive and purposeful interactions.

The childminder supports learning and development well. She interacts positively with the children and can build on their interests as she takes the time to learn about these. Children respond with interest. They demonstrate that they are keen to learn as they move freely around her home. Here they make their own decisions about what they want to investigate and learn about. Children explore change, when, together with their peers, the childminder and her assistant, they mix cornflower and water. They push their fingers and hands through the resulting sticky gloop, discovering how it feels. The childminder encourages their developing vocabulary as she introduces words, such as slimy, sticky, wet and squidgy. Other activities, including cooking, provide further opportunities for the children to investigate and re-visit change. Such as making flapjacks. Here they are supported by the childminder and her assistant to combine ingredients together and watch as they mix, roll and wait, enjoying the finished result. The childminder encourages the children to use their developing language and communication skills to talk about what is happening. She is good at encouraging them to engage in discussions as she uses open ended questions. However, there is scope for the childminder to enrich opportunities for children to talk in everyday situations and allowing them time to answer questions. Children demonstrate their developing coordination and balance as they join in action songs and rhymes. They have great fun singing along to musical compact discs, including the 'Hokey Cokey'. They confidently put arms and legs in and out, giggling with delight as they shake it all about. The indoor environment has been planned and organised-well in order to meet the learning and development needs of the children. However, there is room to extend learning opportunities in the outdoor environment. For example, expanding activities which enable the children to enhance their understanding of the natural world. Increasing further their exploration of natural resources, materials and media.

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

The childminder, in addition to learning records, also completes daily diaries for parents. These enable her to share relevant information with parents about how the care needs of

their children are being met. For instance, what they have enjoyed eating or whether they have had a sleep. This helps the childminder and parents provide continuity of care for the children as they move between her setting and their own homes. This means that parents can feel reassured that their child's welfare requirements are being met. Children demonstrate their growing personal, social and emotional development as they form warm bonds with the childminder and her assistant. They appear settled and comfortable, for example, as they cuddle up for story time or move around freely.

The childminder supports very young children in developing their awareness in relation to personal safety. They learn through daily routines about sitting down during snack time and not talking with their mouths full. This is to avoid choking hazards. Children wash their hands at pertinent times and learn how important it is to do this, to avoid germs making them ill. The overall organisations of the childminder's setting clearly takes children's safety into consideration. She checks all child accessible areas, both inside and outside in order to make sure they will remain safe and secure in her care.

The childminder is registered with environmental health. She understands the importance of providing a healthy and balanced diet, to meet the growing needs of children. Daily opportunities are organised which enable children to enjoy the freedom of playing out of doors. The childminder also organises local trips to toddler and activity groups. Here the children can enjoy using different and often larger equipment which helps them to build further on their existing physical skills. These opportunities also enable them to socialise with others and learn about the wider world on their door step. The childminder and her assistant take a combined approach to behaviour management. As such, the children are provided with clear expectations and boundaries. This helps them to develop positive attitudes to behaviour from a young age.

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

The childminder has completed safeguarding training and has a clear understanding about dealing with child protection related concerns. This means that children remain safeguarded in her care. A range of relevant policies and procedures, in conjunction with legislative documentation and permissions, supports the smooth daily management of the setting. This in turn provides positive outcomes for the children. All required checks are in place, for the childminder and her family, along with her assistant. These are shared with parents at prior placement interviews. This means that they can enjoy peace of mind and be reassured that their children are protected from unsuitable adults.

Statutory training is in place. For example, paediatric first aid. This means that the children will receive appropriate care in the event of an accident or illness. The childminder and her assistant are committed to continuing their professional development and monitoring the teaching and learning of children in their care. This has a positive impact on the children who enjoy up-to-date teaching methods along with positive interaction to help them make progress.

The childminder reflects continuously on her practice and where she can improve in order

to meet user needs. For example, such as opening early in the morning, in order to meet the working requirements of parents, involved in the local equestrian world. Parents speak highly of the setting. They are very happy with the service provided. From the food and sharing of information, to the range of activities their children enjoy daily. They state that there is nothing they would change. The children currently do not attend any other settings. However, the childminder talks knowledgeably about she would build positive working relationships with other professionals if or when the children do.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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	EY466276
Local authority	Suffolk
Inspection number	932629
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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.

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.

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