

Inspection date

03/03/2014

Previous inspection date

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 childminder develops strong bonds with children. This ensures they feel safe and secure in a welcoming environment.
- Children make good progress in all areas of learning as the childminder is effective in teaching through play and in providing activities which interest and engage children.
- Children are cared for in a safe and well-organised environment. Careful attention is paid to minimising potential hazards and to meeting children's health and personal care needs.
- Positive relationships with parents mean that children's individual needs can be met and parents are well informed about all aspects of their child's development.

It is not yet outstanding because

- Opportunities for children to develop early writing skills by exploring mark making with a variety of tools and sensory materials are not freely available on a daily basis.

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 and the childminder at play.
- The inspector spoke to the childminder and to children.
- The inspector reviewed a variety of documentation including suitability checks and children's learning records.
- The inspector took account of written comments provided by parents.

Inspector

Jenny Howell

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and eight years in Lowestoft, Norfolk. The whole of the premises are used for childminding. There is an enclosed garden for outdoor play. The family has two pet guinea pigs.

The childminder collects children from the local schools and pre-schools. She operates Monday to Friday from 7am to 7pm all year round, except Bank Holidays and family holidays. There are currently 15 children on roll, seven of whom are in the early years age range and attend for a variety of sessions.

What the setting needs to do to improve further

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

- provide children with varied, daily opportunities to make marks using a variety of different materials and tools.

Inspection judgements

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

Children make good progress towards the early learning goals because the childminder knows how to support their individual needs. She carefully observes what children can do and provides activities and resources which help them take the next steps in their learning. The childminder also supports learning through her effective interactions with children. She carefully listens to them and responds with encouragement, questions and simple explanations which enhance and extend their understanding. The childminder effectively builds on children's interests. For example, when an older child excitedly tells her about the letters he had learned at nursery, she uses books and magnetic letters to complement his previous learning. The childminder is also skilled at incorporating learning in to everyday routines, such as counting '1,2,3 up, 1,2,3 down' as she helps a child out of the high chair.

Children are strongly supported in learning through the activities which interest them. For example, two young children are very interested in playing with dolls, so their learning is supported by the childminder with questions about how to care for a baby, demonstrations of how to tuck them in and good use of new vocabulary to extend children's speech and language development. Children are well supported in developing the skills they will need for future learning at school. They develop their concentration as they complete puzzles and become familiar with sharing and playing with other children

through visits to local toddler play sessions. Children have some opportunities to develop early writing skills through mark-making activities with chalk, paint and crayons. However, these are not freely available on a daily basis and young children do not have frequent opportunities to mark make through messy, sensory activities.

The environment provided by the childminder is welcoming and centred on the needs of children. Toys which support learning in all seven areas can be freely accessed by children. Resources are also rotated and refreshed on a regular basis so children continue to be interested and stimulated with new opportunities. For example, when children choose to play quietly after lunch they are able to sit on comfy chairs and play with building blocks. Regular access to the garden means children can explore sand and water play, as well as developing their physical skills as they climb and slide.

The childminder quickly establishes good relationships with parents. She finds out as much as possible about what children can already do and what their home interests are. This helps her provide an environment which interests children as soon as they join. It also means that information on learning and development is shared regularly to support learning at home. Parents comment that their children have made very good progress with the childminder, especially in their confidence and communication skills.

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

The childminder provides a home environment where children feel safe and secure. They show delight as they enjoy a cuddle with the childminder and are quickly comforted by her if they bump themselves. Settling-in sessions are agreed with parents, who are welcome to visit as many times as they feel their children need before being left with the childminder. The childminder also encourages parents to send familiar toys from home so that children can be comforted easily if they become upset.

The childminder develops a strong bond with children. She shows she cares about them by joining them on the floor and becoming fully involved in their play. She is very attentive to their needs, noticing quickly when a nappy needs changing and reassuring other children that she will be back to play very quickly. Children receive frequent praise and encouragement. A child is praised warmly when she passes her friend the water bottle she has misplaced. Children behave well and are forming positive relationships with older and younger children. The childminder's excellent role modelling of treating all people with kindness and consideration regardless of their differences, means that children are very tolerant of others. Good use of diversion and distraction means children rarely have disagreements.

Children learn how to use equipment safely as they exercise, for example, talking about why it is safer to use the steps to get up a slide. Daily walks to and from local schools and nurseries provide further opportunities to learn about keeping safe as the childminder talks about how to choose a safe crossing place. Healthy eating is promoted through nutritious snacks, and the childminder works with parents to ensure they send healthy packed lunches. Children are encouraged to try new foods, especially fruits and

vegetables. Older children relish the responsibility of brushing their teeth independently after lunch.

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

The childminder has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She has carefully developed a range of written policies and procedures which support her in the day-to-day care of children. The childminder has attended relevant training in first aid and safeguarding. She has a good knowledge of how to protect children and where to access support should she have any concerns about the welfare of a child. She has carried out a thorough risk assessment of all areas of her home, which helps ensure children are kept safe while in her care. Risk assessments have also been extended to regular trips and outings, taking into account the ages of children and the time of day.

The childminder has a good understanding of child development. She is able to plan and provide appropriate activities for children of different ages and stages of development, which cover the seven areas of learning. She reflects on whether an activity has been effective in supporting learning and adjusts future learning opportunities accordingly. She has made good use of self-evaluation to identify what she is doing well and also to highlight improvements for the future. These include making more links with local childminders in order to share and promote good practice.

The childminder values her positive relationships with parents. She regularly asks for feedback and works hard to replicate routines from home as much as possible. Parents appreciate this, as it helps them, for example, to maintain their child's usual bedtime routine. Parents also comment on how quickly their children have settled and how safe they feel their children are. The childminder is beginning to establish good links with other professionals, which helps her ensure children's needs are met and will enable her to share information on learning and development when children make the transition to school.

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	EY466668
Local authority	Suffolk
Inspection number	935922
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	15
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.

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