

Inspection date	26/03/2014
Previous inspection date	25/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children play in a bright, stimulating and well-designed learning environment both indoors and out and access a wealth of resources to extend their learning in all areas.
- Effective assessment of children's skills ensures that planned activities are suitably challenging and timely interventions are put in place where children need additional support.
- Children are very well supported in the transitions from home to the setting and are prepared well for the next stage in their learning as they move on to nursery and school.
- Successful, strong partnerships with parents and other settings, significantly contribute to meeting the needs of all children.
- The childminder and her assistants are a close team, they are highly dedicated and work well with others as they develop their knowledge and skills further to benefit the children.

It is not yet outstanding because

- Children do not always sleep as well as they might because daytime sleeping arrangements do not consistently complement children's varying needs for a quieter area.

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 childminder's home and garden.
- The inspector made a tour of the premises, including the outdoor area.
The inspector looked at children's assessment records, planning documentation and a range of other documentation, including her self-evaluation and improvement plan.
- The inspector checked evidence of suitability and qualifications of the childminder and both her assistants.
- The inspector also took account of the views of parents spoken to on the day of inspection.
- The inspector spoke to the childminder, her assistants and interacted with the children.
- The inspector conducted a joint observation of one of the assistants with the childminder.

Inspector

Moira Oliver

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Ipswich, Suffolk and works with two assistants. The whole of the ground floor and the rear garden are used for childminding. The childminder has two dogs as pets.

The childminder attends a toddler group and visits the beach, the park, a dancing group and meets with other childminders on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for two, three- and four-year-old children. She supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- review the sleeping arrangements for some children to maximise their comfort and limit the chance of them being disturbed.

Inspection judgements

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

Children are keen to get involved and have enthusiasm for learning because the childminder and her assistants know how to capture their interests. The learning environment is well designed with a wealth of activities which children confidently access from low-level, clearly labelled storage. Imaginative ideas for outdoor play create stimulating activities as they count using balls on the large abacus and pour water through funnels and pipes. They explore a range of different textures as they play in bark, dig soil for planting and make patterns in shaving foam. They happily play together as they sort through the toy animals making sounds for them and using their imagination as they speak for them. The confidence and skills that they are learning help to prepare them for their next stage in learning and development and their eventual move into nursery or school.

Children are becoming confident communicators as they chat to the childminder and her

assistants. The quality of teaching is good and children take part in interesting conversations with the adults. The childminder uses skilful questioning to support children to use and extend their imaginations as they make up stories in the role-play area. The children benefit from the wealth of information the childminder gains from parents about their children's interests, needs and abilities when they start. This information, together with observations taken on each child's first few sessions, are recorded and used to document progress. The childminder and her assistants keep detailed observations on the children's development. They use these to assess children's abilities and to plan for the next steps in each child's learning and development. For example, they plan activities that they hope will support individual children in their physical development and children now benefit from attending a dancing group.

Assessments are also used to identify any areas where a child's progress is less than expected. The childminder regularly shares the children's development records with the parents. They discuss ideas and activities to try at home to complement the learning in the childminding setting. Children who speak English as an additional language and those with special educational needs and/or disabilities are very well supported. Children have opportunities to speak and hear their home languages in their play as they play with others who speak the same language. The childminder skilfully builds up language slowly and they are able to follow more complex instructions as their understanding develops. She is proactive and ensures that she obtains any specialised equipment needed to support children's physical development. As a result, children are making very good progress.

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

Children enjoy warm and caring relationships with the childminder and her assistants and this is evident through their play and interactions. Children readily involve them in their play and often come for a cuddle. They confidently explore their environment and access the wide range of toys and equipment both indoors and out, promoting their independence. They make close friendships with their peers and learn to take turns and to share the resources. For example, they share out the play bracelets and take turns on the swing. They know where to find items and where to return them as they help to tidy up. Children have the opportunity to make many choices throughout the day about where they play and what they eat or drink. They are encouraged to be involved at snack and meal times and help to share out the food, the plates and they pour their own drinks. They are learning to put on their own coats and shoes and to manage toileting and personal care well.

The childminder gives a high priority to supporting the children to settle to ensure that transitions from home to her setting are as smooth as possible. Children visit with their parents and can attend as many trial sessions as they need in order for them to feel confident and emotionally secure. Their care needs and home routines are discussed in detail and followed to ensure that babies and children generally sleep, eat and play according to their individual needs. However, occasionally children's sleep is disturbed by the sounds of the other children playing and as a result they do not always sleep as well

as they might. Children are very well supported in transitions to nursery and school. This is especially well organised for children with special educational needs and/or disabilities. For example, the childminder arranges transition meetings with the teachers and parents to ensure all parties have the information necessary to ensure that children are supported well.

Children learn how to keep themselves safe and healthy. They are taught how to be kind to each other and discuss feelings with the help of some displayed pictures. They learn about road safety and know the simple house rules, such as, sitting down to eat and to drink. They enjoy a variety of healthy meals and snacks and talk about foods that are good for them. Very good hygiene routines help to limit the spread of infection, for example, children are encouraged to wipe their own nose and wash their hands afterwards. Children know why it is important to wash hands before eating and manage this well. They have plenty of daily opportunities for fresh air and exercise as they use the childminder's garden and go on several outings in the local community.

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

As a result of their last inspection carried out by Ofsted, the childminder and her assistants have worked very closely with the local authority to improve their knowledge and understanding. Effective changes have been implemented and children's welfare and safety is assured. Appropriate checks are carried out on all adults to safeguard children and robust induction procedures ensure that all staff are aware and follow all policies and procedures effectively. The childminder and her assistants have a good understanding of their roles and responsibilities in safeguarding children from abuse and neglect. They know the signs and symptoms that would give them concern and are confident to follow the appropriate procedures when necessary. The childminder has attended a safeguarding course and shares the information learnt with her assistants. Thorough risk assessments are carried out to ensure that the premises are safe and secure and hazards to the children are minimised.

The childminder has implemented an appraisal system which identified the need for some additional support with observation, assessment and planning. The training they received has developed their confidence and enables them to use assessment more effectively. They meet regularly to complete the children's developmental records. This ensures that they respond promptly to children's changing interests and abilities and plan appropriately for the next stage in their learning and development. They work as a supportive, dedicated team and strive to provide the very best they can for the children. They have a clear understanding of their responsibilities in meeting the learning and development requirements. They reflect on their provision to ensure that it is always evolving and improving. They are keen to learn from others and have been inspired by a visit to an outstanding setting. Following the visit, play ideas observed were put in place immediately to improve their provision further.

Partnership working is a strength of the provision. The childminder and her assistants

clearly understand the importance of working in close partnerships with parents and external agencies. This close relationship ensures that children's needs are met and appropriate, timely interventions are in place for children who may need additional support. They work very closely with the local authority and build excellent links with the local schools, other pre-school settings and a range of other professionals. Parents value the support and friendships that are developed and speak very highly of the provision and the progress their children make. They are heavily involved in their child's learning and development in the setting and as a result, children make very good progress.

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	EY373713
Local authority	Suffolk
Inspection number	931460
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	25/06/2013
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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