

<b>Inspection date</b>	06/03/2014
Previous inspection date	21/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 has a good understanding about how children learn through play and free-flow investigation. She provides an enabling environment which encourages them to develop positive dispositions and attitudes, helping them to acquire skills to support their future development.
- The childminder is proactive in sharing information to support children. She does this in partnership with parents and teaching staff in the local primary and pre-school. This positive approach enables her to promote good continuity of care and build purposefully children's personal, social and emotional development.
- The childminder has a good knowledge and understanding about safeguarding children. As a result, children remain protected. All documentation required by legislation is in place and well maintained. This enables the productive management of the setting and promotes positive outcomes for the children.

### **It is not yet outstanding because**

- There is room to extend activities for those children who speak and understand English, but whose home language is not English. To use and reflect those languages alongside the current good provision of dual language books and cultural resources.
- There is scope to expand outdoor learning opportunities for children. For example, by providing real and role-play opportunities to enrich their growing vocabulary along with their physical skills.

## 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 childminder, assistant and children at appropriate times throughout the inspection.
- The inspector observed activities in all areas used by the children.
- The inspector looked at a selection of policies, procedures and relevant documentation including Disclosure Barring Service records.
- The inspector carried out a joint discussion with the provider in relation to making observations of the children's play and learning.

## Inspector

Lynn Clements

## Full report

### Information about the setting

The childminder was registered in 2010. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and their children aged 21 months and eight years. The family live in a residential area of Newmarket, Suffolk. The whole of the property is used for childminding and there is an enclosed garden for outside play.

There are currently 13 children on roll and eight are in the early years age range. The childminder holds relevant early years qualifications at level 3. The childminder employs an assistant who is qualified at level 2. Both hold other required training, such as paediatric first aid. The childminder currently cares for a small number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- expand the range of activities, resources and visual displays, to reflect the home languages of all children attending the setting, to enrich further children's awareness of a range of cultures
- extend the high quality outdoor learning opportunities for the children, by enabling them to engage in real and role play opportunities, further enriching their language development and physical skills.

## Inspection judgements

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

The childminder clearly understands the importance of assessment for learning. Learning records for each child are in place and regularly reviewed in order that any gaps in learning are identified as early as possible. This enables the childminder and her assistant to target areas where the children may require additional support or a different approach to spark engagement. Where it is identified that additional support is required, the first priority is for the childminder to ascertain if this can be met by adapting her teaching practice, or, if she needs to seek advice from other professionals. What ever the outcome the parents are fully included from the outset. Learning records are well-maintained and presented. There is clear evidence that they are shared with the parents and that they, take an interest and active role in helping their children to make progress across all areas of learning. All children currently registered with the childminder are making good progress across the age ranges and in-line with that expected for their age, ability and

starting points. As children reach school age, learning records are shared with the receiving teachers, with parental permission, in order for children to move seamlessly into the next stage of their education.

Prior placement interviews are undertaken with prospective parents. This provides opportunities for the childminder to learn about the age, stage and ability of their child. On these occasions, the childminder talks with the parents about the children's learning stories, which she develops and maintains, and how important it is that they share in these. The childminder does this in order to encourage them to share their children's learning and achievements which occur at home. She also makes sure that they know she is there to support them with ideas about extending learning at home and that together, it is very much a partnership to help children acquire the skills they will need for later learning and moves into school. Progress checks at age two are also undertaken in partnership with the parents.

The childminder has a good knowledge and understanding about how young children learn and develop, through fun play-based activities and their own inquiries. Through planning and observations of the children in her care, the childminder prepares activities in order to build their vocabulary and extend the range of experiences they enjoy. Children use their senses to explore a wide range of media. For example, shaving foam, paints, play dough, dried pasta and dried replica snow. While they explore, the childminder encourages learning, asking open questions which spark children's positive interactions. The childminder gives them plenty of time to listen, think and then respond with their evolving ideas and answers. The childminder encourages them to think about shape, space and measure, as they count out three scoops of water, adding this to a white, dry powdery substance. As they watch with anticipation, much to their delight the powdery white substance begins to expand in front of their eyes. The children point with excitement and very young children, whose vocabulary is limited relay their feelings through sounds and babbling, their facial gestures and body language clearly communicating their thoughts and interaction to the childminder. Children of all ages, run their fingers through the newly created replica snow, picking up small handfuls and squeezing hard so that some compacts while other bits fall through their fingers back into the tray. The childminder adapts her approach with the different ages of the children. With the very young ones, she uses single words with facial gestures and intonation, responding to their investigations and validating their learning. The childminder cares for children who speak English as an additional language and adapts her practice accordingly. The children understand English, but their spoken language requires encouragement. Just as with the younger children, the childminder values their non-verbal communications and those offered in home languages; she is able to competently respond, using Polish words she is familiar with. This helps to draw the children into the play and investigations. With her sensitive interaction the children are confident to take part. As the children are settled and confident with her, she is able to help them extend their vocabulary, and with some, also their understanding of spoken English. With the older more able children, simple sentences encourage their interaction and response as they talk about how the water makes it 'get bigger'. The childminder is able to introduce new vocabulary to all the children, such as 'expand'. They listen to the word and try it out for themselves. However, there is scope to enhance resources and visual displays, to reflect the home languages of all children attending the setting, to enrich further all children's awareness of different

cultures. Without the children realising it, and while they are receptive and keen, she adds a new dimension. The childminder places green textured cloth under tiny animal homes. She adds dishes of water and snow. A wide range of toy animals are available for the children to access and play with on the interactive landscape created. This encourages the children to talk about what is happening and to act out their own imaginary scenarios in character. For example, one child becomes a giraffe, chomping at the grass and stomping through the water. There is space for the childminder to extend this good practice into the outdoor environment, increasing occasions for the children to become absorbed in play opportunities, enriching further their language development and physical skills.

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

The childminder is the key person in the setting. However, she employs an assistant and together they make pertinent observations of each child as they play, learn and develop. This means that together, they are well-planned in advance with all the necessary information required to provide efficient care and warm interaction for each child. The children form warm and secure attachments with the childminder and with her assistant. This helps to build their confidence as they move between their home and the childminder's home. Time is taken prior to placement to share vital information relating to the children's individual care requirements. This means, that information such as, dietary requirements, medical conditions and religious beliefs are discussed, understood and well-planned for. This makes sure that the childminder and her assistant meet and respect the needs of the children and provides their parents with peace of mind that their children are safe and well cared for. Ongoing daily discussions make sure that parents remain fully informed about their child's welfare. It also provides a good opportunity for two-way communication. For instance, they can share how their child has been overnight, or, if they have missed breakfast. This means that the childminder can provide more directed and purposeful care for their child, as it helps her to understand what the problem might be if they are not settling well on a particular day. As parents and the childminder take time to settle children prior to placement, children become confident and happy. Their self-esteem blooms and they clearly appear at home with the childminder, her assistant and each other. The children are fully supported in evolving their personal, social and emotional development. This supports continuity of care for them and their parents, both with the childminder and for the future.

The safety of children is paramount to the childminder. She uses safety equipment, such as stair-gates, smoke alarms, child-height furniture and storage, all of which provides a safe and secure environment for the children. In addition, the attention to child-height storage helps the children to develop their self-help and independent skills. Risk assessments are in place and regularly reviewed to identify and minimise potential hazards. Equipment, toys, resources and furniture are all checked to make sure that they are safe for each particular age group at any one time. Babies and very young children thrive due to the positive attention and interaction of the childminder and her assistant. The safe and secure environment provided helps to protect them from harm. The childminder has a clear understanding in relation to behaviour management. Clear boundaries, along with a consistent approach between the childminder and her assistant, means that children are supported in receiving clear messages and in learning right from

wrong. The good behaviour of the children helps to prevent accidents within the setting. Children move around freely and they are careful to avoid each other and obstacles, such as toys and furniture.

The childminder understands about the importance of good hygiene routines. In particular, she has accessed the environmental health's training 'Safer Food, Better Business'. This information is also cascaded to her assistant and they both apply this knowledge when preparing meals and snacks. Attention to good personal hygiene helps to prevent cross contamination and the subsequent spread of infection. Parents are consulted about the healthy meal options, which are planned on a weekly basis. This helps to ensure that all menus remain suitable to meet any changes in the children's dietary requirements. Attention to providing more robust physical activities enables the children to grow strong. Opportunities include space for babies to crawl, stretch, roll and pull themselves up to standing position. The childminder has a very good understanding about the importance of teaching children about healthy lifestyles through diet and exercise. This helps them to establish good habits to support their future development and long term health.

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

The childminder has a clear understanding about safeguarding children from harm. She has completed relevant child protection training and knows how to make a referral to social services should she have a concern. In addition her understanding about the signs and symptoms of abuse or neglect means that she is able to recognise potential issues and take action accordingly. The childminder demonstrates a clear understanding about meeting ratios in her setting. She works with an assistant, allowing her to care for an increased number of children, at any one time, while her assistant remains present. The childminder is careful to organise sessions for the children in advance. This planning means that she always meets the numbers of children she may provide care for at any one time. The childminder and her assistant are keen to continue their professional development. Both hold relevant early years qualifications. They have completed training to enhance the service they provide. For example, safeguarding, food hygiene and making sure that their paediatric first aid training remains up-to-date. This means that the childminder or her assistant can administer appropriate emergency care to children in the event of an accident. The childminder has a clear understanding about employment procedures in relation to her assistant. In addition, she meets the safeguarding and welfare requirements in relation to obtaining written permission from parents. This permission means that the childminder may leave minded children, for short periods of time, with her assistant. The childminder employs a qualified assistant who also holds up-to-date paediatric first aid training. This further ensures that the children are left in safe hands. Ofsted has been notified and all the necessary checks carried out. The childminder and her assistant are clear that either at the setting or while out and about, they would never leave the children unsupervised with other adults. Clear collection procedures are in place to further protect the children and make sure that they only leave the care of the childminder or her assistant, in the company of their parents or, an adult who has been authorised to collect by the parents. This has to be discussed beforehand with the

childminder and her assistant, otherwise, the children are not permitted to leave their care. This makes sure that the children are protected from adults who may potentially be unsuitable. All records required by legislation are in place and meticulously maintained. The childminder and her assistant provide a secure foundation which supports children and enables them to make good progress. This is because together, they take the time to monitor the educational programmes they provide. Information from monitoring is used well to evaluate how the children engage in activities and what progress they make. This means that adaptations can be made as necessary in order to maintain and ensure that children receive consistently good quality learning opportunities.

Parents speak highly of the childminder and her practice. They state there is nothing they would change and that they would, and have, recommended her service to family and friends. Parents express their appreciation of the learning records and photographs, which they feel provides them with a good insight into their children's time with the childminder and what they enjoy doing. They are impressed with the adaptability of her service and how she works hard to meet their working commitments, sometimes, at short notice. They feel that they are kept fully informed about their child's development, as well as delighting in opportunities to join in planned trips, whenever they can. For instance, they are able to take part in a trip to the zoo. Parents feel safe when leaving their children in her care and this gives them peace of mind as they go off to work.

The childminder and her assistant reflect on their practice. Since the last inspection the childminder has made significant improvements. For example, she has introduced clear monitoring of risks both inside, outside and while out and about in order to protect children from harm. She monitor both her practice with the children along with the progress they make and she reflects on the service she provides. All of which promotes the positive daily management of her setting and provides positive outcomes for those children attending. The childminder and her assistant maintain training records to help them identify any gaps. They have gelled as a team and are well-planned in advance so that sessions where the children are present run smoothly. The childminder talks knowledgeably about working positively with others, including teaching staff in the local school and pre-school some of the children also attend. This helps the children to move confidently between the different settings, and ensures that the childminder and her assistant build on what children know and can do, to avoid repeating activities the children already know. This means that the children continue to have access to varied and exciting opportunities which support them in developing the characteristics of effective learners. Reflective practice and, ongoing evaluations, help the childminder and her assistant to take full account of their service, and where action can be taken in order to enhance and develop this in order that they continue to securely meet user 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

<b>Unique reference number</b>	EY406190
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	956349
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	10
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/09/2010
<b>Telephone number</b>	

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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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