

Inspection date	20/02/2014
Previous inspection date	30/10/2009

The quality and standards of the early years provision	This inspection:	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 sensitively supports children with the move between home and her care and develops warm and caring relationships with them. Consequently, children settle well and are very happy and secure with her.
- A stimulating variety of fun activities and good quality resources are used well by the childminder to build on children's interests and capabilities and to encourage their ongoing learning and development.
- Very positive and trusting partnerships are established with parents to aid continuity of care and to support children's learning and development.

It is not yet outstanding because

- There is scope to increase children's learning by improving opportunities for children to recognise that text has meaning.
- There is potential to increase opportunities for parents to see their child's development record and to consider further ways of fully engaging parents to enhance the existing exchange of information regarding children's learning and development at home.

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 main playrooms downstairs and interacted with the children when appropriate.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's learning journey development records and a selection of policies and children's records.
- The inspector discussed the childminder's self-evaluation form and improvements made with her.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector also took account of the views of parents received on the day and references previously written by parents.

Inspector

Hazel Meadows

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, aged 11 years, six years and five years in a house in Rendlesham, near Woodbridge, in Suffolk. The childminder's husband works as her assistant. The whole of the property, with the exception of the master bedroom, is available for childminding, however, children predominantly play in the dedicated, purpose-designed rooms on the ground floor. There is a toilet available on the ground floor. A second floor bedroom is available for daytime sleeping in a travel cot. There is a fully enclosed garden for outdoor play. The family has a pet cat.

The childminder attends a music group and activities at the local children's centre. She takes children to nearby shops, parks and play areas on a regular basis. She collects children from the local schools and pre-schools. There are currently 21 children on roll, 12 of whom are in the early years age group. The majority of children attend on a part-time basis, for a variety of sessions. Five children are over eight years of age. She supports children who speak English as an additional language. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays agreed in advance. 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:

- increase potential for children's learning by creating an environment that is rich in text, for example, by labelling toy boxes and providing opportunities for children to recognise their name and other familiar words
- explore ways of enhancing the existing positive engagement with parents, to improve the exchange of information by sharing children's development records more often and by encouraging parents to support and share information about their children's learning and development at home, to offer a fully cohesive approach to promoting each child's progress.

Inspection judgements

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

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, and her own observations, to

establish each child's capabilities and starting points. The childminder makes ongoing observations, which enable her to plan activities and offer support, or additional challenge, tailored to each child's emerging skills and stage of development. Some of the observations are recorded in a learning journey development folder for each child. Observations are clear, succinct and relevant and are supported with photographs. The childminder makes good use of early years guidance documents to enhance the quality of teaching and to ensure any next steps are clearly identified and used to inform future planning and activities. As a result, children's good progress is clearly evident and they are developing the skills and confidence to support them for their future learning and, eventually, school. She has documentation ready to complete written progress checks at age two, to summarise the development of children when they reach the two to three years age range.

The childminder verbally shares details of activities, and children's achievements and next steps with their parents and occasionally they see their child's development record. She welcomes parents contributions about their child's learning and achievements at home. There is scope for the childminder to enhance this exchange further, to promote a fully cohesive approach towards children's learning and development. Strong and purposeful links are established with other settings children attend. Information about each child's learning and development is shared between the childminder and key person at the nursery, to promote a consistent approach to effectively meet children's individual learning needs. Children are keen and motivated to learn and busily and enthusiastically explore the activities available. Children's communication and language skills are encouraged and are promoted well. The childminder is attentive to the children's conversation and efforts of communication, both verbal and non-verbal. Facial expression, frequent exchanges of smiles, gestures and eye contact are used well to engage very young children and aid their understanding of spoken language. The childminder and her assistant speak simply and clearly to very young children and give them time to think and respond to any questions or comments. A wall display of photographs of the children helps them to feel valued and encourages conversation about, and recall of, activities.

Babies and toddlers have space to move freely and develop their physical skills and confidence. Children have regular opportunities for outdoor play, running, climbing and developing their physical capabilities and competence. Indoors, music and movement sessions promote fun exercise and develop coordination. Children concentrate and persevere with problem solving tasks, supported by the childminder or her assistant to sustain their focus. For example, children are helped and encouraged with puzzles and they are thrilled to see the completed picture. Children have opportunities to explore the natural world as they go on outings to nearby woods and play areas. For example, they collect conkers and leaves to make a tree picture on their return. Occasional visits to the childminder's mother's vegetable plot, or growing cress, helps children understand how some food grows and how to care for it. An interest and appreciation of books is well-fostered through an appealing selection of good quality books and regular visits to the library, helping children to recognise that text has meaning. However, there is scope to develop the use of text and labelling to create opportunities for children to recognise their name and other familiar text. Imaginative and role play is well supported with a range of props, such as dolls and prams and small world figures. Children's creativity is encouraged through craft and messy activities. Examples of their artwork are collected and presented

in individual art books, helping them feel their efforts are recognised and valued.

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

The childminder's home is a welcoming and stimulating environment for young children, with the whole of the ground floor dedicated to childminding. Designated areas enable older children to safely play with toys less suitable for toddlers and babies. A wealth of age-appropriate, good quality toys and resources is readily available to children, encouraging their independence and exploration. Toys are regularly rotated to offer fresh interest and challenge. The playroom leads directly into the well-resourced garden. Children are well-supported with the move from home into the childminder's care, as she works closely with parents to sensitively settle their child. Consequently, children are happy and comfortable in her care. Information gathered from parents, and settling-in sessions, help her to get to know each child's likes, dislikes and routine and to support them according to their individual needs. Good communication is maintained with parents regarding children's welfare, with regular feedback offered verbally, by text and also via daily diaries for younger children, promoting some continuity of care. The childminder is warm, caring and attentive and children develop positive and trusting relationships with her, and her assistant, which supports their emotional well-being. They clearly feel secure and remain comfortable and at ease when visitors arrive at the home. Extra care and attention is offered to babies and young children if they are feeling poorly or tired, to reassure and comfort them.

Children are generally well-behaved and are clear of the reasonable boundaries of behaviour, such as taking off shoes indoors and clearing toys away when they have finished with them. The childminder has a calm manner and treats children with kindness and respect, presenting a positive role model of behaviour for them. Children are well-occupied and engaged with activities, which is conducive to positive behaviour. They are able to play exuberantly and expressively and a gentle word from the childminder or assistant is sufficient to calm them. The childminder and her assistant are skilled at playing with, and alongside, the children to focus their play and energy purposefully. Children are very happy, confident and inquisitive, which is building a good foundation for their future move on to school. The childminder values children's individuality and is mindful, and respectful, of different cultures, languages and beliefs. Differences, such as language, are valued and included to broaden all children's experiences and understanding. For example, specific books are obtained and words discussed with parents who have English as an additional language, to help with communication. An appreciation of diversity is positively reflected in several of the books, activities and resources available.

Children's healthy lifestyles are well-promoted through regular exercise and positive food choices. Regular outdoor play in the garden, nearby woods or local play areas, and walks to and from the local school, ensure children have a healthy amount of fresh air, exercise and natural daylight. Road safety is practised on outings, helping children learn how to keep themselves safe. The childminder works flexibly with parents to provide meals and snacks as required. She offers a nutritious variety of predominantly healthy snacks and meals, including fresh fruit and vegetables, encouraging children to develop a taste for

healthy options. Children manage their personal needs very well, according to their age and stage of development. Good hygiene habits are promoted, such as cleaning hands prior to eating and brushing teeth after breakfast. Facilities are available for children to rest or sleep according to their individual needs. For example, a travel cot and baby recliners are available for toddlers and babies who need a daytime sleep.

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

Children are kept safe as the childminder understands her role and responsibility to protect them from harm. She has completed safeguarding children training and has a clear and comprehensive written safeguarding policy. The childminder understands the procedures to follow if she had concerns about a child and has an action flowchart on display to guide her, if required. She ensures the suitability of assistants through robust recruitment and vetting procedures and ensures they maintain an up-to-date first aid certificate. The childminder undertakes effective risk assessments, both of her home and for outings. She is vigilant to minimise hazards, enabling children to play safely and freely.

Following a recent visit from Ofsted the childminder received a notice to improve to ensure that children are adequately supervised to ensure their safety. As a result of this, the childminder reviewed the arrangements for collecting children from school and for clear communication with parents about these arrangements, in order to keep children safe.

The childminder has a secure understanding of child development, how children learn and of the seven areas of learning. She uses this understanding, and her knowledge of each child, to plan and monitor their progress. This enables her to identify, and offer, any additional support or challenge children may require to maximise their progress. The childminder regularly refers to early years guidance documents to enhance the quality and impact of her teaching on children's learning. She has a commitment to ongoing personal and professional development and has previously linked with other childminders to share and emulate good practice. The childminder has effectively addressed all previous actions and recommendations received. She continually reflects on her practice and makes ongoing improvements to enhance the quality of children's care and learning. The childminder welcomes parents' views and feedback and children's ideas and requests are also highly valued.

All required documentation is neatly presented, well-maintained and made available for inspection. Comprehensive details are gathered about each child, to promote their wellbeing. Written parental consents are obtained to ensure children are cared for according to their parent's wishes and to authorise the childminder's assistant to have sole care of their children for limited periods. Information such as training certificates, policies and other relevant information, is presented in a portfolio folder, and is readily shared with parents. The childminder establishes very positive and trusting partnerships with parents and promotes regular exchange of communication between them. This ensures parents are well-informed and individual children's needs are met and their welfare promoted. Comments received from parents during the inspection, both directly and via text

messaging, are very positive. Written references from parents also affirm her good practice. Parents appreciate the home-from-home environment and the open communication between themselves and the childminder. They state their children are very happy and settled and they are satisfied that their child's welfare needs are well-met. The childminder has established effective links with other early years settings the children attend, particularly the local school nursery. A regular exchange of information promotes continuity of approach to support individual children's learning, development and welfare needs.

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	EY296433
Local authority	Suffolk
Inspection number	951855
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	21
Name of provider	
Date of previous inspection	30/10/2009
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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