

Inspection date	19/06/2014
Previous inspection date	23/12/2013

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

- The childminder provides a good quality of teaching that supports children's learning and development. She plans an interesting and stimulating range of activities that build on what children already know and promotes their continuing progress towards the early learning goals.
- The childminder promotes safeguarding well. Children feel safe and have good emotional attachments with her. They are happy and settled.
- The childminder supports the promotion of children's language and communication skills well. She encourages them in conversations and actively listens to what they say, effectively supporting them to become confident communicators.
- The childminder has made significant improvements to her childminding practice since her last inspection. She evaluates her childminding service effectively. As a result, children's care and learning are promoted well.

It is not yet outstanding because

- The childminder does not always maximise opportunities for children to hear and use mathematical language, such as counting in play situations.
- The childminder does not consistently support children's developing understanding of the importance of hygiene routines.

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 conservatory/playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of adults working with children and household members.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector did not see any parents during this inspection, but took account of parents' comments detailed in questionnaires.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and 10 years in a house in Beccles, Suffolk. The whole of the premises and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder provides care all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She works with an assistant. The childminder is flexible about her working hours to meet the needs of families. She is a member of the 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:

- support children's developing awareness of good hygiene practices, with regard to promoting consistent routines for hand washing before eating
- maximise the use of play situations, to encourage children to use and practise their own mathematical knowledge.

Inspection judgements

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

The childminder gathers useful information from parents when children first attend the childminding setting and encourages them to continue to share what they know about their child. As a result, the childminder knows the children well and talks confidently about their interests and where they are in their learning and development. She continues to observe children as they play and assesses her observations well, to identify what she needs to do to move children on. Activity planning is clearly linked to her assessments and is rooted in children's interests. The childminder tracks children across the seven areas of learning and regularly reviews children's progress. Records show that children are working comfortably within, or above, the expected development band for their age and observations of children at this inspection support this. Parents are encouraged to review, and contribute to, written records home to look through. This promotes a two-way sharing of information to enhance planning for children's learning. The childminder is aware of the importance of the progress check for children between the ages of two and three years. She shares her findings with parents.

The childminder plans suitably challenging and stimulating that children enjoy. As a result,

children are motivated to learn and are supported to acquire the skills they need to be ready for the next stage in their learning, such as moving on to school. The quality of teaching is good and the childminder is actively engaged in their play. For example, she engages children in role play where they play imaginatively, based on their first hand experiences. Children confidently pretend to pour tea from the teapot to the cups and hands each person a cup of tea. They pretend to eat ice cream together and the childminder encourages children to name items of play food. Children confidently name items such as broccoli. The childminder recognises the importance of promoting children's communication and language skills. Children demonstrate an extensive vocabulary and readily initiate discussions with the childminder. They understand complex sentences and are reminded to listen carefully to questions. For example, when the childminder asks 'do you want to put the nappy on the doll or do you want to take the clothes off it first' children answer 'yes', but when they are reminded to listen carefully to the question again are able to understand and respond appropriately.

Children are beginning to organise and categorise objects, in response to the childminder's instructions. For example, she asks children to find all of the forks from the assortment of role-play equipment. Children initially find two forks, but the childminder misses opportunities to encourage children to practise their understanding of numbers and counting because she tells them how many they have found and asks them to find some more. Children understand simple concepts, such as big and little. When sorting plates in the role-play area they confidently show the childminder the big plates. She extends this by encouraging them to find the little plates and comparing their size. Children also demonstrate a developing awareness of prepositions, such as, 'under', 'on top' and 'behind', stacking the plates behind each other on the drainer after they have been shown by the childminder what to do. She repeats the word 'behind' to reinforce the concept.

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

The childminder provides a warm and welcoming environment in which children's individual needs are met well. Effective settling-in processes are followed, that are tailored to the unique needs of each child and parent. This includes regular visits where children are left for short periods of time with the childminder. The days and times vary, so that children experience play sessions, lunch and snack and sleep times, if needed. The childminder finds out about established routines, through discussion with parents. She continues these, to promote continuity of care and support children to develop a sense of belonging. As a result, children are happy and settled and develop good emotional attachments to the childminder. They confidently go to her for support and reassurance, or just for a cuddle.

Children develop the necessary skills which helps them embrace new experiences with confidence, such as moving on to nursery or school. Their emotional well-being is supported well by the childminder. She is a good role model and treats children with respect and positive regard. Unwanted behaviour is managed sensitively, taking into account children's age and level of understanding. Children's ongoing behavioural issues are discussed with parents and the childminder works with them to develop strategies to manage the concern. This helps to promote consistency so that children know what is

expected of them at all times. The childminder values and praises good behaviour and individual efforts. She provides a safe and stimulating learning environment in which they feel secure and are confident to express themselves. Children benefit from a wide range of age-appropriate toys and resources, to support their learning and development. Toys are stored well, so that children can choose what they want to play with. Children learn to keep themselves safe because the childminder reminds them of the need to tidy away one toy before bringing out another, to reduce the risks of trips and falls. When playing with the role-play kitchen the childminder talks to children about the importance of not touching real cookers as they may be hot.

The childminder promotes an active lifestyle, encouraging children to be outdoors. They have daily opportunities to play in the garden and are taken on outings to the local playground. The childminder collects children from two local schools. One is within walking distance and the childminder walks children to school and back, rather than using the car. Children's good health is generally promoted well, but the childminder does not promote consistent routines for hand washing before eating. Children wash their hands before eating lunch, but the childminder does not ensure that they wash their hands before eating snacks, to ensure that children learn about the importance of good hygiene practices. Individual drinks are kept available at all times, helping children to stay hydrated. The childminder provides healthy snacks and lunches for children who stay all day. These include fresh fruit and vegetables as well as a balance of protein and carbohydrates.

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

Risk assessments are effective, to ensure that children are kept safe indoors, outdoors and on outings. The childminder fully understands her responsibilities to safeguard the welfare of children. She has a good awareness of the signs and symptoms of abuse, to help her recognise when a child is at risk. She knows what to do if she is concerned, in order to ensure that she safeguards their welfare. The childminding assistant and all household members over the age of 16 have completed suitability checks and a record is maintained of the outcomes. This ensures that all those working with children, or having access to them, are suitable to do so. The work of the assistant is monitored, to promote a good standard of care and learning. Since the last inspection and subsequent monitoring visit, the childminder has made good progress. She has put in place clear procedures to ensure that children are not left alone with an assistant for longer than two hours during the same day. Parents give written permission for the assistant to have sole charge of their children. In addition, parents are made aware that they must make alternative care arrangements for their children when the childminder takes holidays. Records relating to accidents and medication have been revised. Parents are informed promptly about any accidents relating to their child and have the information they need to promote continuity in their child's care. As a result, children's welfare is promoted.

The childminder understands the requirements of the Early Years Foundation Stage, to ensure she is able to work within the framework and meet her legal duties. She is committed to continuous improvement and has made significant progress since her last

inspection. Following the last inspection the childminder met promptly with her assistant to address the issues raised. As a result, a clear action plan is in place that is monitored and reviewed, to judge the impact that changes have on the quality of care and well-being of children. The childminder has recently significantly revised the way that she observes and assesses children's learning and development. Although at her last inspection this area was judged to be satisfactory, the childminder did not feel that she was sharply focused on identifying the next steps in children's learning. She has sought advice and guidance from other professionals and has implemented a new system of recording that is more robust. This supports her to accurately identify where children are in their learning and what she needs to do next to move them on.

The childminder demonstrates a strong commitment to working in partnerships with parents, to ensure continuity of care and learning for children. She seeks their views through discussion and more formal means, such as written questionnaires. Their written comments state that they feel that the childminder is always helpful, professional and flexible and that they are happy with the care provided. They 'couldn't wish for a better childminder'. Parents value that 'childcare is something I don't have to worry about'. Some parents commented that they would like the childminder to provide more fruit for their children. As a result, the childminder ensures that fruit is always available to children and has introduced cucumber and carrot sticks at teatime. The childminder has also carried out questionnaires with children, recording what they like to do and what they do not. Children state that they like it when the childminder tells them that they have done something well. The childminder is aware of the importance of working in partnerships with others who provide care and learning for the children, to ensure that concerns about children's well-being or development can be quickly identified and managed. There are currently no children on roll in the early years age range who attend other settings.

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	EY435987
Local authority	Suffolk
Inspection number	965339
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	23/12/2013
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.

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