

Inspection date	13/06/2014
Previous inspection date	16/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are supported in their individual stages of development through effective teaching. As a result, all children are making good progress.
- Children exude confidence, in an environment where they demonstrate how safe and secure they have been supported to feel. This is because of the secure attachments they have developed with the childminder. Consequently, children are fully prepared for transitional periods in their lives, such as nursery or school.
- Parent partnerships are strong, which is reaffirmed in the feedback given from parents during the inspection. These robust partnerships are ensuring that all the children's needs are being effectively supported, using a shared approach.
- The childminder supports children to express their feelings, and places a strong emphasis on personal, social and emotional development. Safeguarding procedures are well embedded and, as a result of good practise, the voice of the child is included in this robust safeguarding procedure.

It is not yet outstanding because

- There are opportunities to improve the links between the home learning environment and the childminder's setting, so that parents can become even more engaged in their children's learning.

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 playroom.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke to the childminder and co-childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of adults working with children, and the childminder's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kerr Cobbett

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 with her husband, who is also a registered childminder, and her own child. The childminder has an annex to the side of the house where her mum lives, who is also registered as an assistant. The whole of the house is used for childminding, except the main living area. She collects children from the local schools. There are currently 17 children on roll, 14 of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She supports children with special educational needs and/or learning disabilities and children who speak English as an additional language. The childminder receives support from the local authority but does not currently offer educational funding.

What the setting needs to do to improve further

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

- provide parents with further opportunities to extend their children's learning, by sharing what they know about their children's progress to better inform next steps for learning.

Inspection judgements

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

The childminder plans and provides a wide range of learning opportunities throughout, covering the seven areas of learning. She is very aware of the need to allow children to investigate things and have a go, encouraging them to learn through play. She understands that children learn in different ways and scaffolds their learning based on the children's individual needs. Children can access many of the resources independently and make their own choices from small wicker baskets, which are positioned at the children's level. This offers children the opportunity to explore natural resources and provides a relaxed home-from-home environment. The childminder maximises the times when children are being independent by subtly extending their play, which is often based on their interests. She encourages the children to use role play, using the topic of food and drink to spark their imagination, and develop children's communication and language skills, as well their interest in expressive arts and design. In addition, the childminder introduces simple mathematical concepts to improve the children's skills in counting and using numbers, when she discusses the 'price' of the food in the role play shop.

Throughout the day children are able to express their own thoughts, feelings and ideas because the childminder provides them the time and opportunity to have a go and think about what they are doing. They develop their physical skills when they engage in a

dancing activity, demonstrating their delight when moving around to familiar songs. They get to make sense of the physical world when they plant and grow seeds in compost. In addition, they become familiar with the wider community when they engage and socialise in planned activities, outside of the home, such as visits to local groups, the park and beach. The childminder listens to children intently and provides a language rich environment, appropriate for the children's ages and stages of development. She carefully uses conversation to promote and encourage the children to use language to communicate. For example, when one child talks about how they have never been on an aeroplane, the childminder uses this as a trigger to discuss different modes of transport. The childminder knows the modes of transport the child has used before, such as a boat, and talks about this experience with the child. In addition to these child-led activities, children are being supported with communication and language through planned activities, such as helping the pre-school children with letter recognition. As a result of these well-balanced approaches and effective teaching methods, children are making good progress in relation to their age and stage of development. Consequently, the children are fully engaged and absorbed in purposeful play at all times during the day, and are gaining the skills required for the next stage in their learning.

The childminder makes regular observations of the children to identify where individuals are in their development. She adapts activities throughout the day to meet the needs of all children. The childminder uses this strategy well, when supporting children with special educational needs and/or disabilities and those children who speak English as an additional language.

The childminder engages well with parents at the beginning of the day, when children arrive. Through observations during the day, it is clear that the childminder gathers good information from parents, with regards to children's home life and interests when they first start. This is being used effectively to support children in their personal, social and emotional skills, however, the childminder does not always find out about children's learning at home, to better support her in precisely identifying the children's emerging next steps in learning.

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

The childminder is sensitive to children's needs and provides them with plenty of reassurance. As a result, children develop secure attachments with the childminder, who ensures that the children are aware that when she leaves the room she will return. The children are very confident, quick to settle and emotionally prepared for the transitions they face in a normal day, such as leaving their parents or attending pre-school. In addition, this approach ensures children are well prepared for their eventual move to school. As a result of this good understanding of individual needs, children's well-being is being fully supported, which leads to children gaining the confidence to explore new environments from a secure base. The childminder has simple house rules which she shares with the children, using age-appropriate methods to explain what is expected. She recognises children's successes and values, praising their good behaviour. As a result, children behave well and play cooperatively.

Children engage in physical play in the childminder's garden, where they pedal tricycles. The childminder understands the importance of a healthy diet, and encourages this within in her setting by providing nutritional snacks and meals. Children are encouraged to be independent and manage their own needs where appropriate, such as toileting and hand washing. Consequently, children are competent to manage their own personal needs relative to their age.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. This enables her to support children's learning and effectively safeguard them. The childminder works alongside her spouse, who is also a registered childminder, and also, on occasion, with an assistant. The childminder oversees the work of her assistant, and together with her co-childminder, she appropriately monitors the educational programmes that are on offer to children, so that they can make the best possible progress.

The childminder is very clear with regard to her duty to protect children from abuse. She has received training to support her and understands the procedures for referring concerns, in order to safeguard the welfare of children. The childminder carries out robust risk assessments of the premises and equipment to ensure that any hazards to children are minimised and, as a result, children can play and learn in safety. In addition, she uses a clear set of policies and procedures to support her practice, which are shared with parents when their child starts at the setting. The childminder is committed to providing children with good quality care and education. She uses self-evaluation well, to reflect on and evaluate her practice to achieve ongoing improvements. The childminder has attended mandatory training, such as the local authority approved childminding course, first-aid training, child protection and food hygiene. She regularly updates her own professional knowledge by researching online, and in light of her research, has improved the way currently assesses children's development. The childminder recognises that training informs her practice and has identified a specific course in special educational needs and/or disabilities, which she hopes to attend in the future in order to further improve her current good practice.

The childminder has strong partnerships with parents who value the information they are given and comment favourably on the care and education that the childminder provides for their children. The childminder has good relationships with the local schools and nurseries. She effectively shares information in order to ensure children make the best possible progress.

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	EY367027
Local authority	Suffolk
Inspection number	857823
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	16/09/2008
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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