

Inspection date	17/07/2014
Previous inspection date	06/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 supports the promotion of children's speech and communication skills effectively. She responds well to the gestures and babbles of babies, actively encouraging them to become confident communicators.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps parents fully informed about the childminding service and their children's day.
- The childminder promotes safeguarding competently. Children feel safe and develop good emotional attachments to her. They are happy and settled in this welcoming childminding environment.
- The childminder supports children's learning well, through the provision of activities that they enjoy, building on what they already know.

It is not yet outstanding because

- The childminder does not consistently support children's developing awareness of the importance of good 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 lounge.
- 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 looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children. Two children are grown up and the other is aged five years. They live in a house in Newmarket, Suffolk. The whole of the ground floor, a bedroom on the first floor and the rear garden are used for childminding. The family has a cat and fish as pets. The childminder attends local toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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.

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. This helps the childminder to establish starting points in children's learning and means that she is quickly able to plan activities that build on what they already know. The childminder knows the children well and talks confidently about their interests and where they are in their learning and development. Discussion with the childminder, and observations of the children, confirm that they are working comfortably within the expected developmental band for their age. The childminder is aware of the progress check for children between the ages of two and three years. There are currently no children on roll for whom this check is due. Parents are encouraged to review, and contribute to, written records. This promotes a two-way sharing of information to enhance planning for children's learning.

The childminder plans suitably challenging and stimulating activities 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. This is because the childminder has a good understanding of how children learn. She supports them well, to make good progress in their learning and development, through effective teaching and a good balance of child-initiated and adult-led activities. The childminder is actively engaged in children's play. For example, she supports children as they choose

what they want to play with and brings out resources for them to explore. She sits on the floor with children as they explore the small world animals. The childminder encourages them to name the animals and then repeats the word back to them, so that they can hear it pronounced correctly. She recognises the importance of promoting children's communication and language skills and responds very well to the babbles and gestures of babies. Children hear language and conversation all of the time because the childminder talks to them about what they are doing, their routines and activity suggestions, using simple language and short sentences. She effectively mimics holding conversations in response to babies' vocalisations. Children develop an awareness of number names because the childminder counts the small world animals and cars as they put them in a line.

The childminder recognises the short concentration span of younger children, readily suggesting other activities and games. For example, when children lose interest in looking at picture books she suggests that they play with the small world cars and garage. Children confidently explore the environment, knowing that the childminder is nearby and they readily seek her out to share play experiences. Children move freely between the lounge and the dining room, where additional toys and resources are stored. The childminder promotes their personal, social and emotional development well. She regularly takes children on outings to local toddler groups, where they meet up with other childminders and their children. This supports children to develop in confidence and interact with others.

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

Children's individual needs are met well because the childminder provides a warm and welcoming environment. She implements effective settling-in processes 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. She finds out about established routines, through discussion with parents, and continues these. This effectively promotes continuity of care and supports children to develop a sense of belonging. Children are happy, settled and develop good emotional attachments to the childminder. They confidently go to her for support and reassurance, or just for a cuddle.

Children's emotional well-being is supported well by the childminder, enabling them to develop the necessary skills which helps them embrace new experiences with confidence, such as moving on to nursery or school. The childminder 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. Consistent boundaries are in place, effectively supporting children to know what is expected of them. The childminder values and places meaningful praise on good behaviour and individual efforts. Toys are stored well, so that children can choose what they want to play with. They benefit from a wide range of age-appropriate toys and resources, to support their learning and development.

The childminder provides a safe and stimulating learning environment in which children feel secure and are confident to express themselves. Children learn to keep themselves

safe because she talks to them about road safety when on outings and they regularly practise the emergency evacuation drill. This ensures that everyone knows what to do to keep themselves safe in an emergency. 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 into the local community. The childminder collects children from the local school. 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 effectiveness of the leadership and management of the early years provision

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. Children's welfare is promoted well because the childminder 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 and is confident to report concerns, in line with Local Safeguarding Children Board guidelines. 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. Risk assessments are effective, to ensure that children are kept safe indoors, outdoors and on outings.

The childminder is committed to continuous improvement and evaluates her childminding practice, to identify her strengths and areas for improvement. She considers how each day has been, what has gone well and what needs to be changed for next time. She seeks the views of parents through daily discussion and through their written comments in testimonials and daily diaries. Written testimonials from parents show that they are extremely happy with the childminding service that is provided. They consider themselves 'extremely lucky to have found such a friendly, trustworthy and experienced childminder' and value that she is always 'kind, calm and patient'. Parents appreciate that the childminder is flexible to their changing childcare needs and that they can approach her confidently to seek advice on parenting issues, such as potty training. Parents state that they believe their children 'could not be left in better care' and would be 'delighted to recommend her services'.

All documentation, necessary for the safe and efficient running of the childminding setting, is in place. Policies and procedures are shared with parents, to enable them to make informed choices about their children's care. 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	250538
Local authority	Suffolk
Inspection number	888771
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	06/03/2012
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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