

Inspection date

Previous inspection date

23/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 well safeguarded at all times. The childminder is vigilant with risk assessments and she has a secure knowledge of safeguarding issues, ensuring that children are protected from harm or abuse.
- Children settle well in the childminder's warm and attentive care and they are happy and secure with her. They are gaining confidence and are well prepared for the next stages in their learning and development.
- The childminder uses her experience and training and her knowledge of each child, to accurately monitor their progress and plan for their ongoing learning and development. Consequently, each child is making good progress from their starting points.
- The childminder offers an engaging variety of toys, resources and fun activities, matched to children's individual needs. These provide ongoing interest and challenge and encourage children's learning and progress.

It is not yet outstanding because

- The childminder does not routinely share children's learning and development records with parents and involve them with these, to promote a fully cohesive approach to children's learning and development.
- There is scope to enhance children's experiences of the natural environment and natural materials by offering a broader range of resources both indoors and outside.

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 and viewed all areas used by minded children.
- 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 checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of parents from references written by parents for the inspection.

Inspector

Hazel Meadows

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged 14 months in a house in Stowmarket, Suffolk. The whole of the ground floor of the house is used for childminding. There is a downstairs toilet. An enclosed rear garden is available for outdoor play. The family has a pet cat. The childminder attends toddler groups and activities at the local children's centre. She visits the library, shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant early years qualification at level 6.

What the setting needs to do to improve further

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

- enhance the already good communication with parents, for example, by sharing and discussing children's learning journey development records more regularly, to promote a fully cohesive approach to children's learning and development
- increase opportunities for children to explore a variety of natural items and textures and to experience and discover the natural environment outdoors.

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 establishes their capabilities and starting points by discussing their particular abilities, needs and interests with their parents and by making her own observations. She uses this information and her experience and training, to plan activities tailored to each child's emerging skills and stage of development, offering additional support or challenge, as required. The childminder records succinct and relevant written observations, linked to the areas of learning, in a learning journey development folder for each child. She clearly identifies any next steps, which are used to inform future planning, teaching and activities. Possible lines of development are identified to promote children's continued development and learning. Children's good progress is clearly evident and they are developing the skills and confidence to support them with the next stage in their learning and development.

The childminder discusses each child's development with their parents and some of their activities and achievements are outlined in a daily diary. However, she has not shared the

learning journey development record with parents or discussed their child's progress through the areas of learning, to promote a fully cohesive approach to children's learning and development. The childminder is aware of the requirement to complete a written progress check for children between the ages of two and three years once she cares for children in this age range. She has a good understanding of the learning and development requirements and the areas of learning. The childminder offers children experiences in each area of learning and focusses on the prime areas of learning with those under two years of age, building a strong foundation for their future learning and development.

The childminder plays at the children's level to focus and engage their attention and to support and enhance their learning. She talks freely to them, using facial expression and varying the tone of her voice. The childminder is attentive to their efforts of communication, including body language. She uses simple and clear language, using words in context and talks about what she is doing, to aid children's understanding and vocabulary. The childminder is attentive to children's particular interests and builds on this by offering linked resources and activities. For example, supporting a child's interest in cars, she has a variety of toy vehicles, such as an activity fire engine, to ignite and engage children's interest and curiosity. She also uses cars in flour to encourage fun mark making with toddlers as they wheel the cars through the flour. An appealing selection of books is readily available and children are regularly taken to the local library, fostering their appreciation of books. Children are offered a range of media to explore from an early age. For example, children investigate play dough, water, paint and sand. Outdoor play experiences include blowing bubbles and playing in the ball pool in the garden. There are fewer opportunities for children to fully explore the natural environment. Children learn about the community around them as they visit local parks and shops. They have opportunities to socialise with others and experience different toys and play environments at local children's centres and toddler groups.

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

The childminder works closely with parents to sensitively settle children into her care. She gets to know each child very well, enabling her to support them according to their individual needs. She has meaningful initial discussions with parents and gathers comprehensive information from them about their child. She uses this information, plus her own observations, to help her to understand each child's likes and dislikes and to maintain their existing routine. The childminder maintains a daily communication diary for each child, which offers an outline of their activities, mood and welfare needs. This is shared with parents, who are encouraged to make their own contributions. The childminder is warm, caring and attentive towards the children. Babies develop positive and trusting relationships with her, which supports their emotional well-being. She speaks softly to them as they wake from a nap and offers them a drink to ensure that they do not become dehydrated. They clearly feel secure and comfortable with her and respond well to her cuddles and reassurance while a visitor is present at the home. There is much eye contact and frequent exchanges of smiles and chatter between the childminder and toddlers. The childminder has a calm manner and treats children with kindness and respect, presenting a positive role model for them. Children are becoming aware of reasonable boundaries of behaviour, through regular routines and positive reinforcement.

She uses appropriate strategies according to the ages of the children, for example, tone of voice and distraction for babies. Children are very happy and inquisitive and they are gaining confidence, which is building a good foundation for their future transition to other settings and eventually, school.

The childminder's home is very clean and well presented and offers a welcoming, safe and stimulating environment for young children. An appealing range of age-appropriate, good-quality resources, is readily available to children. Toys are rotated and varied to provide fresh interest and different experiences. Children occasionally have access to a treasure basket containing different textured items. Many of the toys are plastic and the childminder recognises that children would benefit from a greater variety of textures and natural materials and experiences. Toys are easily accessible, on the floor and in storage baskets, encouraging babies' and toddlers' exploration and independence.

Children's healthy lifestyles are well promoted through regular exercise and positive food choices. Regular outdoor play and visits to local parks ensure children have a healthy amount of fresh air, exercise and natural daylight. They are becoming aware of risk and their own increasing capabilities, as they are encouraged to explore. For example, babies can move freely within the home, pull themselves up and walk independently, under the watchful supervision of the childminder. Activity walkers are available to support children as they learn to walk. Parents provide children's meals and the childminder encourages healthy foods, to help children develop a taste for healthier options. The childminder helps babies and toddlers to begin to develop good hygiene habits, for example, washing their hands in the sink prior to eating. A travel cot is available for daytime sleeping. However, the childminder liaises with parents about where their child feels most comfortable to sleep, to enable them to rest or sleep according to their individual needs.

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

Children are kept very safe as the childminder is clear of her role and responsibility to protect them from harm. She has attended safeguarding children training and has a very secure knowledge of safeguarding procedures. The childminder has a clearly written safeguarding policy and knows what action to take if she has concerns about a child. She anticipates and minimises potential hazards, through continuous vigilance and the use of effective risk assessments, enabling babies and children to explore and play freely in her home. She has considered the evacuation routine and has a clear plan available for an emergency.

The childminder has made a very good start to childminding and has a strong commitment and a positive attitude to ongoing improvement. She continually reflects on her practice, welcomes parents' views and is attentive to children's responses and opinions. The childminder has thoughtfully completed an Ofsted self-evaluation form, outlining clear and well-targeted plans for the future. She uses her childcare experience and training to offer high quality care and learning experiences for young children. The childminder successfully monitors the educational programmes and ensures the quality of her teaching has a direct impact on individual children's learning. She achieves this by using her experience and her

secure knowledge of child development and how children learn, when reviewing their progress.

Documentation is well organised and readily available for inspection. The childminder has clear, well-written policies to support her practice. Comprehensive details are gathered about the children and parental consents are obtained to ensure children are cared for according to their parents' wishes. The childminder has a professional but friendly approach and establishes open, positive and trusting partnerships with parents. She promotes regular exchanges of information with them, both directly and through a communication diary. This ensures children's individual needs are met and promotes continuity of care. Feedback from parents, via references written for the inspection, is very positive. Parents comment on how well their child settled and are pleased that the childminder has maintained their child's routine. They state how happy their children are in the childminder's care. They clearly recognise and value the care and activities that the childminder offers and appreciate her flexibility. None of the children in the childminder's care currently attend any other settings. Nevertheless, she understands the value of developing close links to promote two-way sharing, to ensure a consistent and cohesive approach to meet their individual 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

Unique reference number	EY471614
Local authority	Suffolk
Inspection number	952008
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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