

**Inspection date**

17/09/2014

Previous inspection date

20/02/2012

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

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**

- Children are cared for in a warm and welcoming home where they learn effectively through play. Teaching is very good as the childminder plans a wide range of learning experiences around children's developmental needs and interests, enabling them to achieve in all areas of learning.
- Children and babies form warm attachments with the childminder and make good progress, as they play in a healthy, safe and stimulating environment.
- Young children are developing well in their communication and language skills because the childminder provides good levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.
- Children are safeguarded well as the childminder has a secure understanding of her role and responsibility to protect children. She implements effective practice to minimise hazards to children in the home and garden and while on outings.

**It is not yet outstanding because**

- There are fewer opportunities for parents to contribute what they know about their child's learning at home, in order to develop an even more consistent approach to the children's learning and development.

## 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 children playing in the indoor and outdoor environment and viewed all areas of the home used for childminding.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector checked evidence of suitability of members living in the household and the childminder's qualifications.
- The inspector took account of the views of parents provided through written comments in the childminder's documentation.

## Inspector

Jacqui Oliver

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 14, 11, five and three years in Clare, Suffolk. The whole ground floor of the house, two upstairs bedrooms and the rear enclosed garden are used for childminding. The childminder takes the children on regular outings to the local children's centre, woods and allotments. There are currently four children on roll in the early years age group. The childminder operates all year round from 7.30am to 6pm Monday to Thursday, except bank holidays and family holidays. 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:

- extend the already good partnerships with parents so they have even more opportunities to contribute information about the children's learning and development at home, to provide continuity in children's learning.

## Inspection judgements

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

The quality of teaching is very good as the childminder has an excellent understanding of the way in which children learn and develop. She gets to know each child well, and is aware of their interests and learning needs. The childminder has discussions with parents to establish children's starting points before they start attending her setting. She observes them closely as they settle in, to find out about their stage of development and interests. This enables her to plan activities which engage and challenge the children. The childminder is familiar with the requirement to carry out a progress check for children aged between two and three years. She has plans to implement these for children within the relevant age group. The childminder makes learning fun, responds to children's interests and helps them reach expected levels of development or above. Children play happily and are eager to learn. She arranges lots of outings so that children can explore outdoor areas and their local community. For example, she takes them to the seaside where they play on the beach. Children delight in exploring the natural world around them as they visit the woods and parks nearby. The childminder skilfully builds on children's interests, such as having a theme around wheels when children became fascinated by them. They are encouraged to explore different types of wheels and thoroughly enjoy their rides on the steam train and tractor when they visit a local farm. These activities capture their interest in learning, which results in children being happy and motivated within their play.

The childminder focuses on the three prime areas of learning. She promotes children's language development as they enthusiastically sing familiar rhymes and songs. Children enjoy exploring the various musical instruments and use these to accompany their singing. The childminder uses different activities and skilful questioning to encourage children's speech. For example, when cutting up the runner beans for lunch, she talks about where they were grown and how it is important to use knives safely. Children listen with interest when the childminder speaks to them and they follow instructions well. She supports children in developing their language by speaking clearly and naming objects as she is interacting with them. As a result, children's language is progressing very well and they are confident to share their views and to ask for what they want.

Children acquire the key skills they need for the next stage in their learning, including the move to school. They benefit from a wide variety of craft materials and regularly use pencils, pens and chalks. These activities encourage children to make marks in different ways and practise their early writing skills. They enjoy painting and sticking activities, which help to promote their creative development. Children develop an understanding of number as they count the items in a number book and sing number rhymes and songs. The childminder encourages them to try different approaches, persist and solve problems. For example, children take turns to match different coloured shapes into their box. Children are encouraged to look at books and learn how to use them properly. The books are displayed in baskets on the floor so that children can easily find their favourites. They enjoy sitting together with the childminder, listening to stories in the cosy playroom. The childminder supports children's imaginative play indoors and outside, such as creating a den in the garden and providing dolls and pushchairs in the playroom. Children concentrate well during all activities and show enthusiasm for learning, which are characteristics of effective learning. The childminder has a mainly effective working partnership with parents and she regularly shares information with them to enable children to settle quickly and happily. This may be through discussions or their daily communication books. However, there are fewer opportunities for parents to contribute what they know about their child's learning at home, in order to develop an even more consistent approach to the children's learning and development.

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

The childminder makes good use of the space in her home and garden to create a welcoming environment that helps to promote children's learning. Children are clearly comfortable and at ease, which helps them feel safe and secure. The childminder meets their welfare needs well. For example, the gradual settling-in sessions mean that children are supported well during the initial move from home. She spends time getting to know the children and their families very well. They have developed warm and responsive relationships with the childminder, who is a very good role model for the children. She is calm and has high expectations with regard to behaviour, setting clear guidelines for children to follow. The childminder plans activities which she knows will engage children and make them feel welcome. She knows the children in her care extremely well and uses her knowledge to meet every child's needs effectively. For example, she recognises when the younger children are getting tired and follows their individual sleep routines. The good quality resources are displayed at a low level so that children can reach them

independently. Children are supported in sharing the toys and playing well together, and the childminder creates a relaxed learning environment where children become independent learners who are well prepared for moving on to school.

The spacious and well-organised layout of the house enables children who have just started to walk to practise their new skills safely. Children are confident to ask for support when they need it, and enjoy having a go with new activities. They are beginning to develop responsibility for themselves during the daily routines, such as putting on shoes before going outside. The childminder actively promotes the children's independence and encourages them to learn the skills to help them to remain safe and healthy. For example, she helps them to wash their hands before and after eating. The childminder is highly effective in supporting children's understanding of a healthy lifestyle. Children enjoy eating fruit and other healthy foods which help them learn about what is good for them. The childminder provides healthy and nutritious home-cooked meals that children enjoy, such as pasta with vegetables.

The childminder understands the importance of the outdoor environment for children's well-being and development. The large garden provides a safe space for children to run around and explore. Equipment, such as the ride-on toys, swings and a slide, helps children develop a good understanding of safety as they play and take risks under the childminder's supervision. The childminder also provides a good balance of more restful activities to promote their health and well-being. Children learn how to manage their safety because the childminder explains how to use things safely and be gentle with their friends, such as when they are playing on the swings. Children love to dig in the sandpit and tend the plants and wild flowers in the growing area. They learn about how things grow and change as they experience chicks hatching from eggs in an incubator. They are fascinated as they watch the chickens being introduced to the garden and then collect the eggs they produce. The childminder gives high priority to safety on outings and when children travel in her car. She has attended a recognised first-aid course and she knows what to do when treating any minor injuries children might have. Risk assessments are carried out regularly and this helps to ensure children are able to play in a safe environment. All other required paperwork is in place, which shows that the childminder gives the safeguarding and welfare of children a high priority.

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

Children are effectively safeguarded as the childminder understands the safeguarding and welfare requirements well. She is aware of the possible signs and symptoms of abuse and the appropriate action to take if she has concerns about a child. She has completed safeguarding training and has clear and effective policies and procedures in place. Appropriate checks have been carried out to ensure the suitability of all persons living on the premises. The childminder ensures the premises are safe and secure. For example, she uses a safety gate to prevent children accessing the stairs. Posters and certificates are clearly displayed and parents receive clear contracts and consent forms so they are fully aware of the childminder's care and business arrangements.

The childminder demonstrates that she is able to implement the requirements of the Early Years Foundation Stage. She reflects on the quality of her childminding service and on how she supports children. An accurate self-evaluation has been completed which identifies her strengths and has well-targeted action plans to support children's learning. This includes extending the range of activities she offers and to continue to develop her resources. Children's progress is monitored and she plans and provides a wide range of stimulating activities and experiences that help children make good progress in all areas of their learning. She reflects on their success in promoting their learning and engaging their interest. The childminder makes a 'memory book' so that children can look at photos of the activities they have enjoyed during their time with her.

The childminder organises each day effectively around children's care needs. She engages well with parents and encourages them to share their views through discussions and written feedback in the daily communication books. Parents comment positively about the care and learning their children receive. The childminder has links with the local children's centre and attends some sessions with the children. She also has links with other professionals at the local school and pre-school, which would allow her to access support if needed. She is aware of the importance in maintaining effective relationships with other early years settings, to promote continuity in children's care and learning and support their move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY356278
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	892056
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/02/2012
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

