

Childminder Report

Inspection date

16 June 2015

Previous inspection date

22 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She risk assesses all areas of her home to ensure children are safe, and supervises them well at all times.
- The childminder is committed to improving her practice. Since the last inspection, she has rearranged the toy storage, so that children can select their own toys more easily and become independent learners.
- The childminder has a good knowledge of how children learn. She supports all children's speech and language effectively, so children who speak English as an additional language make good progress in learning English.
- Children behave well and are enthusiastic learners, because the childminder uses good strategies to manage their behaviour. For example, she helps them learn to share toys.
- Children are secure and have a good relationship with the childminder. They have good opportunities to learn to mix with other children, because they spend time with another childminder and her minded children.
- The childminder's quality of teaching is good. She supports children's learning effectively and follows their lead in planned activities. For example, she supports their preference to practise scooping coloured rice into bowls. When they are ready, she introduces the planned activity to look for coloured marks hidden under the rice and to make rice pictures with glue.

It is not yet outstanding because:

- The childminder does not maximise opportunities to support children's home language and culture in the setting.
- The childminder does not consistently use opportunities that arise during play to support children's understanding of healthy eating.

What the setting needs to do to improve further

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

- extend opportunities to support children's home language and culture in the setting
- expand opportunities to support children's awareness of healthy foods when they are playing.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the children's activities and routines indoors and outside.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out an observation of the childminder's practice and discussed this with her.
- The inspector reviewed the childminder's self-evaluation and sampled children's records, and the childminder's policies and procedures. She reviewed evidence of the suitability of the childminder and other adults living on the premises.

Inspector

Valerie Fane

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses her knowledge gained through a level 3 qualification, and regular training to support her practice. She observes children as they play and clearly identifies their next steps in learning. She plans activities to include these, so children make good progress in readiness for school. She supports children's thinking skills effectively. They make a jigsaw that requires them to match colours and patterns to support their developing mathematical skills. When they ask for help, she puts pieces in the wrong place and asks them to explain what is wrong. Children develop a love of books, as they enjoy listening to favourite stories with the childminder and talk about the pictures. The childminder asks parents for a few words in children's home language, and finds out some information about their culture. However, this is limited, so the childminder does not maximise opportunities for children to explore their home language and culture in the setting. For example, she does not have any appropriate bilingual books.

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

The childminder provides good care for children. She works closely with parents to find out about children's needs, so that she provides good continuity of care. She supports children's understanding of healthy eating, by encouraging them to try different fruits. However, she does not make the most of opportunities to extend this learning when children are playing, for example, when they are using pretend fruit in role play. Children regularly enjoy fresh air and exercise. They extend their physical skills, because the childminder takes them to different parks, where they love using a wide range of large play equipment. She supports them effectively as they discover different ways to climb up on to the equipment. Children develop their understanding of safety in the home. The childminder teaches them how to come downstairs safely, holding the hand rail, and they do so with confidence.

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

Children are safeguarded effectively, because the childminder knows how to implement her detailed policy. She has clear rules in place for children who want to access the internet, so that they do so safely. She has a good knowledge of the possible signs of abuse, and she knows the procedures to follow should she needs to report any concerns about a child in her care. She reviews children's learning in all areas and uses the progress check for children between the ages of two and three years for this purpose. She discusses any gaps in their progress with parents and encourages them to seek external support, if appropriate. When children attend other early years provisions, she shares information with staff and takes part in activities for parents or carers at the setting. This effectively supports children's continuity of care and learning.

Setting details

Unique reference number	EY313187
Local authority	Suffolk
Inspection number	862119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 15
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22 July 2009
Telephone number	

The childminder was registered in 2005 and lives in Felixstowe. She 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 3. She supports children who speak English as an additional language. She offers funded early education places for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

