

Inspection date	25/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The childminder has a good understanding of her responsibility to protect children in her care, and has attended safeguard training to refresh her knowledge. This means children's welfare is protected.
- Children are active and inquisitive learners. They engage in a wide range of interesting learning experiences, which the childminder plans effectively to reflect their interests and promote their good progress. She uses good teaching strategies to support their learning.
- The childminder establishes very good relationships with children. They are very happy and settled in her care as she creates a fun and nurturing environment.
- The childminder is enthusiastic, showing a strong commitment to continually developing her practice to improve outcomes for all children.

It is not yet outstanding because

- The childminder has not yet expanded the initial information obtained from parents, to include more detailed knowledge of children's development, to support even more precise early planning for children's next steps in learning.
- Opportunities for children to see and understand that print conveys meaning, within the indoor and outdoor environments, to enhance their literacy development, are not maximised by the childminder.

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 a range of indoor and outdoor play activities, including children having their lunch. She spoke to the childminder and her co-minder at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, evidence of the suitability of adults who are associated with the childminder or live at the premises, a selection of policies, safety procedures and children's records.
- The inspector took account of both the written and spoken views of parents.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

The childminder registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with another registered childminder. Both childminders have equal responsibility for the minding practice. The childminder minds from her co-childminder's house in Newmarket, Suffolk. The co-childminder's husband and two children, aged two and four years, also live at the property. The whole of the ground floor and a playroom located on the first floor are used childminding activities. Children also have access to an enclosed garden for outdoor play. The co-childminder's family has a pet dog. The childminder collects children from the local schools and pre-schools. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children who speak English as an additional language. There are currently five children on roll who are in the early years age group. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the initial information obtained from parents, to include further detail of children's development, to precisely plan for their continued progress from an early stage

- enrich children's opportunities to see a wider range of print and written words, in the indoor and outdoor environments, in order to extend their understanding that print conveys meaning and support their literacy development even further.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are making good progress within their learning and development as the childminder, together with her co-minder, plans and provides a wide range of activities that stimulate and engage children at all times. This is because she has a detailed knowledge of children's development and understands how to support their next steps in learning. As a result, children make good progress and are well prepared for their next stage in learning and eventual entry to school. She works closely with parents to obtain information about children's individual needs and interests when they first start attending. The childminder uses this information to plan activities and resources to aid their settling-in process and support their early progress in learning. However, some of the initial information obtained from parents does not include more

detail of children's development, to enable the childminder to plan even more precise children's next steps in learning as soon as they begin attending. The childminder completes detailed observations and conducts regular assessments of children's achievements, which she records in their attractively presented learning journeys. These are precise and relevant, clearly identifying children's next steps in learning. She uses an effective system to consistently track children's progress, enabling her to promptly identify any potential gaps in their learning and monitor their progress. She places a high priority on planning specific activities that focus on closing any identified gaps in learning.

The childminder actively engages with the children, allowing them to lead their play and extend their learning through their emerging interests. For instance, children's self-confidence is increased as she provides new physical challenges, such as tunnels to crawl through. This supports children to explore new and improved ways of moving their bodies. The childminder motivates children to keep on trying by providing high levels of praise. She is particularly effective in motivating children to try new challenges, as she clearly demonstrates what is required and remains close by to provide reassurance and encouragement. Consequently, children are active learners as they show high levels of energy and persist in achieving new and exciting challenges. Children's imagination and role play is well supported as they become absorbed in role play with the childminder and her children. This is supported with a range of props, such as dolls, home areas and small world figures. This means that they are able to express their feelings and ideas. The childminder, through her playfulness, stimulates children's communication and language from an early age. For example, babies giggle and smile as she uses her lively voice to capture their attention to play a game of peek-a-boo. As a result, they tune in well and begin to learn the pattern of conversation, through turn-taking and responses.

The childminder uses opportunities effectively, as they arise, to challenge and develop children's knowledge and skills. For example, she teaches children the early stages of reading as they express a keen interest in the comprehensive range of books available. Children are engrossed in her story-telling as she effectively uses intonation in her voice to read them their chosen books. She uses good teaching techniques to challenge children's thinking. For instance, as older children become familiar with the repetitive phases she allows them plenty of time and opportunities to fill in the missing words and phrases. Children are carefully listened to, which means they feel affirmed and confident to try new words. This helps children to feel special and valued, promoting their personal social and emotional development. However, the childminder has not maximised opportunities to extend children's understanding that print conveys meaning, to support their literacy development even further, in both the indoor and outdoor environments. Young children, who are learning to speak English as an additional language, continue to make good progress as the childminder has learnt some key words in their home language and supports their understanding through visual prompts, such as photographs and books. The childminder has built trusting relationships with parents. Each child has a daily diary that passes between the child's family and the childminder, in which key parts of each child's daily care and learning are noted. She makes time to discuss the children's day with their parents and regularly shares information about children's learning effectively following regular assessments. Parents welcome the ideas that she provides to extend and support their children's learning at home. Parents share their children's achievements and interests from home, as the childminder provides them with regular observation bubbles with which

to record these. As a result, children benefit from a consistent approach to their learning and development as she incorporates these into her future planning.

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

The childminder provides a welcoming, friendly and enriching environment. She uses an individualised settling-in process to support children and their families in developing strong attachments. The children are happy and settled in the childminder and her co-minder's care. They snuggle into the childminder as they wake from their sleep, and enjoy learning and playing together during dedicated one-to-one and group time. This leads to trusting relationships and children's strong sense of belonging. The childminder and her co-minder work very well together to ensure that children's emerging needs are consistently met, such as implementing agreed plans, to support children's emotional well-being as they arrive for the day. The childminder provides genuine praise and encouragement for children's efforts which fosters their confidence and self-esteem. The environment is safe and secure, and there is a wide variety of interesting resources, suitable for different age ranges, within easy reach. Children are able to access these independently within the dedicated playroom, in addition to the indoor and outdoor environments. A positive appreciation of diversity is promoted in the environment and reflected in several of the books, activities and resources available.

Children learn how to keep themselves safe, for example, they know that they must hold the childminder's hand as they enjoy walks in the community. Furthermore, they practise the fire-evacuation procedure, so that they know what to do in case of an emergency. Children behave very well because the childminder is an effective role model. She provides clear guidance to the children about expected behaviour. House rules, and consistent reminders for children to use good manners, further reinforce their positive behaviour and respect for each other. Children follow good hygiene practices, for example, they wash their hands after using the bathroom, touching the co-minder's family dog and before eating. Children are offered healthy, nutritious meals and snacks which the childminder provides. They also have free access to fresh drinking water throughout the day. The childminder places a strong emphasis on supporting babies to develop a wider range of tastes. She works closely with parents to slowly introduce them to new foods. The childminder is particularly effective in supporting children to develop good self-care and independence. For example, she encourages them to manage their clothing and they help prepare their own snacks and lunch. These skills contribute to children's readiness for the next stage in their learning, such as starting school or nursery.

The childminder provides children with daily opportunities for fresh air and exercise in the garden. They learn about the importance of leading a healthy lifestyle as they ride bikes, scooters and jump on the trampoline. Young children are provided with walkers which enable them to securely pull themselves up to a standing position. As a result, they develop good control and coordination in preparation for taking their first steps independently. In addition, daily walks into the community and visits to the local park enable children to build up their large physical muscles as they run freely and use large equipment, such as a slide and balancing apparatus. This supports their learning and development, and their understanding about the world around them as they observe the

wildlife along the way. In addition, these outings also provide ideal opportunities for children to form friendships with other children in the community to improve their social skills.

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

The childminder shows a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures that the children are kept safe, as the childminder takes positive steps to safeguard their welfare. She is motivated and very well organised in ensuring that all the required records are in place and the necessary systems are developed to keep children safe. The childminder knows how to record and make a referral to the relevant agencies, should she have any concerns over the welfare of a child. She has attended specific training to enable her to feel confident in her role; this includes a recognised first-aid course. As a result, she has a good understanding about what to do if children sustain any injuries. Comprehensive risk assessments are in place and reviewed regularly. The childminder is vigilant in ensuring hazards are quickly identified and addressed, enabling children to play safely and freely. Policies and procedures are reviewed to ensure they remain in line with current legislation and are effectively shared with parents. Consequently, they are fully informed of the childminder's responsibilities.

The childminder has a secure understanding of how children learn, and of the learning and development requirements of the Early Years Foundation Stage. She uses this understanding, and her knowledge of each child, to plan and support their good progress. She keeps up to date with early years issues by looking at information for childminders online, and by discussing practice with other childminders and her co-minder. The childminder continually reflects on her practice, and evaluates it through her self-evaluation form, to accurately identify areas of strength and weakness. This information is then used to support her strong desire to improve the service she provides. For example, she has recently introduced parent communication books to further enhance the two-way flow of information between herself and parents. She has a clear plan in place for future development. This includes, reviewing how parent feedback is recorded to enable this to be shared more effectively with her co-minder and inspector. In addition to completing several relevant training courses to extend her knowledge and skills further.

The childminder establishes good partnerships with parents. They are very happy with the service the childminder and her co-minder provide. They comment on their 'fantastic' care, describing them as positive role models for their children. The childminder provides parents with a comprehensive welcome pack when their children first attend. This contains valuable information that enables parents to understand how the childminder operates. Parents feel well informed about their children's care and progress. Daily verbal exchanges enable the childminder to consult parents about every aspect of their children's care. In addition, the childminder regularly shares their child's learning journey with them. The childminder also cares for children who attend other early years provision, and has positive links with staff from these settings. This promotes a shared approach and continuity in the children's care, learning and development. In addition, the childminder is

fully committed to building positive partnerships with other agencies to support children's welfare, such as the local children's centre and health centre.

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	EY472093
Local authority	Suffolk
Inspection number	953976
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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