

Inspection date

Previous inspection date

07/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder develops warm and caring relationships with children, sensitively supporting them with the transition into her home. Consequently, children are happy, confident and relaxed as they feel safe and secure in her care.
- The childminder establishes positive and trusting relationships with parents and liaises closely with them to support children's welfare and some aspects of their learning and development.
- Children are cared for in a safe, welcoming and clean environment to support their individual needs.

It is not yet good because

- There are insufficient opportunities for children to experience outdoor play and learning activities and they do not benefit from regular fresh air, daylight and exercise.
- Insufficient, out-of-date information is offered to parents, to inform them about the Early Years Foundation Stage. Ways of encouraging them to share information about their children's learning and development at home, have not been fully established.
- Self-evaluation is limited and not sufficiently specific or focussed. Consequently, areas for improvement, such as using guidance documents to improve the monitoring of children's progress, are not always identified and addressed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 kitchen, lounge and playroom.
- 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 developmental records, the childminder's self-evaluation form 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 a parent spoken to on the day and references written by parents for the inspection.

Inspector

Hazel Meadows

Full Report

Information about the setting

The childminder was registered in July 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child, aged one year, in a bungalow in Chelmondiston, Suffolk. Bedroom two can be used as a playroom and for daytime sleeping, in a travel cot if required. There is a shared,

communal garden, and adjacent fields, for outside play with supervision. The family has two pet cats.

The childminder takes and collects children to and from local schools and pre-schools. There are currently three children on roll. One child is in the early years age group and attends on a part-time basis. There are also two school-aged children who attend before and after school and some days in the school holidays. The childminder offers care all year round, from 7am to 6pm Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder is a member of the National Childminding Association. She is currently working towards a childcare qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase opportunities for children to experience outdoor play activities, to support their health and development and to offer more opportunities for outdoor learning and discovery
- make up to date information available to parents about how the Early Years Foundation Stage is being delivered in the setting and how they can access more information.

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

- develop a systematic method of self-evaluation to highlight strengths and to ensure any weaknesses are swiftly identified and promptly rectified
- explore ways of encouraging parents' contributions regarding their children's learning and development at home, to give a more sharply focussed picture of children's achievements and progress
- refer to guidance documents, such as Development Matters in the Early Years Foundation Stage, to clearly monitor children's development in each area of learning and aid planning to support their progress.

Inspection judgements

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

When children start with the childminder their parents are invited to share information about their child's capabilities and needs. Through this, and her own observations, the childminder is able to establish each child's level of ability. On-going liaison is promoted with parents, although this is primarily with regard to children's welfare. The childminder has not yet fully established ways of encouraging parents to share information about their children's learning and development at home, for example, by contributing to their child's learning journey development record. There is some information in the parent pack regarding the Early Years Foundation Stage, however, this is not up to date and is insufficient to ensure parents are fully informed and engaged. The childminder has recorded two observations in a learning journey development record and sometimes uses either her written or unrecorded observations to guide informal planning and activities. However, observations are not sufficiently regular or focussed, to ensure that children's individual stages of development are clearly identified and that their progress is accurately monitored across all areas of learning.

The childminder plans some activities such as games and cookery but is flexible to follow children's interests and ideas. She is attentive to the children and talks frequently to them. She offers much encouragement through positive praise and facial expression to try to promote their speech and communication. She gives toddlers time to think and respond and clearly pronounces and repeats words to try and support their learning. An appealing selection of books is readily available to children and they occasionally visit the mobile library, which fosters their appreciation of books.

Children's physical development is adequately promoted. For example, toddlers can move freely in the lounge and playroom and enjoy bopping and moving to music or hunting for paper flowers. They also occasionally go on walks in the surrounding area, although opportunities for outdoor learning are quite limited and this is an area for further development. Children learn about the world around them through books and when they go on outings, for example, to a nearby zoo. An appreciation of peoples' differences and similarities is fostered through a good selection of books and games and through positive discussions. The childminder supports children's understanding of numbers and size as she counts 'one, two' and uses language, such as bigger and smaller, with the children. All of these activities result in children making satisfactory progress and developing adequate skills in readiness for school.

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

Children are relaxed and at ease with the childminder and have established secure attachments with her. They are supported well when they start and settle swiftly. Children clearly feel comfortable and secure in the childminder's warm care and with her family and home. They confidently play with the other children and freely explore the good range of age-appropriate toys and activities available. Children's individuality is recognised and valued and the childminder has a positive and inclusive attitude to diversity. This is reflected in her practice and policies and in some of the resources available.

Children's behaviour is developing well. The childminder kindly but firmly enforces

reasonable boundaries, which help children feel secure and understand what is acceptable. She gets down to the children's level and calmly gives clear explanations and choices. This enables young children to learn how to manage their behaviour and consider others and helps prepare them for future transitions to other settings. For example, toddlers are encouraged to share toys and not to push one another. Children learn good habits and how to keep themselves safe as they tidy away toys to make more space and are encouraged to sit down whilst eating.

Children are developing good hygiene habits through regular routines. For example, toddlers are usually encouraged to use wipes to wash their hands and face, before and after food. Older children independently access the toilet and competently manage their own personal care. Children are occasionally taken on outings. However, outdoor play and learning experiences are limited and as a result, children do not sufficiently benefit from daylight, exercise and fresh air on a daily basis. The childminder provides a nutritious and appealing variety of snacks and meals. Children are encouraged to make positive food choices and the childminder works effectively with parents to promote healthy eating habits. For example, she encourages children to eat their sandwiches before having any crisps and to try different foods, such as tomatoes. Children have easy access to water to ensure they are well hydrated, which aids their concentration.

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

Children are kept safe as the childminder is clear of her role and responsibility to protect them from harm. She is watchful of the children and anticipates and minimises potential hazards in her home. The childminder has local child protection contact details and information to refer to, if required, and has a safeguarding policy, which is shared with parents. Good adult to child ratios are maintained, ensuring that children are well supported in their play and learning. The childminder's husband is registering as an assistant, to offer additional support and flexibility, if required.

The childminder has a sound knowledge of child development and is increasing her understanding of the learning and development requirements. She gets to know children well as individuals and through her existing knowledge she is able to identify children who may require additional support. However, she does not routinely refer to, and utilise, current development guidance documentation, such as Development Matters in the Early Years Foundation Stage, to guide her approach and planning with children or to support her liaison with parents regarding children's progress.

Documentation is well-organised and readily available for inspection. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parent's wishes. The childminder develops positive and trusting partnerships with parents. She promotes regular verbal and written communication with parents, to ensure children's individual needs are met and to promote their welfare. At present, none of the early years aged children attend other settings. Nevertheless, the childminder has a clear understanding of the importance and value of

promoting two-way, information-sharing partnerships, to aid continuity of approach and support for children in their ongoing learning and development. The childminder has some links with other childminder's and local authority staff, to support and improve her practice.

At the time of inspection, the childminder has been childminding for approximately three months and is still establishing her childminding practice. She is gaining experience and is enthusiastic about providing quality care and learning experiences for young children. The childminder has completed a local authority approved training course, which supports her provision of home-based childcare. She has a commitment to continuous professional development and is currently completing a childcare qualification at level 3 and is booked to attend safeguarding children training in March 2013. She has the Statutory Framework for the Early Years Foundation Stage and is developing her understanding of the requirements. However, further review is required to cement her understanding and fully apply all of the requirements in her practice, for example, offering daily outdoor play activities.

She reflects informally on her practice and has, very recently, begun to use an Ofsted self-evaluation form. However, self-evaluation is not sufficiently rigorous or focussed to identify and promptly rectify weaker areas requiring improvement, for example, the monitoring of children's progress and the availability of up to date information for parents about the Early Years Foundation Stage.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY446672
Local authority	Suffolk
Inspection number	807676
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
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 that are usually their 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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