

Inspection date

Previous inspection date

09/01/2013

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 is skilled at using both planned and everyday activities to support children's learning and development.
- The childminder establishes positive and trusting relationships with parents and encourages regular verbal communication to support children's welfare and aspects of their learning and development.

It is not yet good because

- Prior written consent is not obtained from parents prior to administering each particular medicine and the childminder has insufficient knowledge of what must be covered her safeguarding policy, which could both impact on children's welfare.
- The childminder has not explored ways of ensuring parents are fully informed about the Early Years Foundation Stage and how they can be involved.
- Self-evaluation is not sufficiently rigorous or focused to identify areas requiring improvement. Limited reference is made to available guidance documents, to aid monitoring of children's progress, and a clear method of demonstrating children's progress has not been established.

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 lounge and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at the childminder's observation notes about the children, the childminder's self-evaluation notes 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 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 three children aged 15, seven and five years in Kesgrave, Suffolk. The whole ground floor of the house is used for childminding and there is an upstairs bathroom. Any daytime sleeping takes place downstairs. There is an enclosed garden for outside play. The family

has a dog and a cat.

The childminder visits nearby shops and play areas on a regular basis. She collects children from local schools. There are currently six children on roll, one of whom is in the early years age group. The childminder offers care all year round, from 8am to 6pm Monday to Friday, except for Bank Holidays and family holidays agreed in advance.

What the setting needs to do to improve further

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

- obtain prior written parental consent for each particular medicine before administering it to children
- improve knowledge of the Statutory Framework for the Early Years Foundation Stage to ensure the safeguarding policy fully reflects the legal requirements and covers the use of mobile phones and cameras in the setting
- make information available to parents regarding how the Early Years Foundation Stage is being delivered in the setting and how parents can access further 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 areas for improvement are swiftly identified and promptly rectified
- consider ways of monitoring children's progress more clearly, which can be shared with parents and which they are able to contribute to
- refer to guidance documents, such as Development Matters in the Early Years Foundation Stage, to clearly identify children's stages of development in each area of learning and to aid planning to support their ongoing 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, parents are encouraged 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. Ongoing dialogue is promoted and parents are encouraged to share information about their children's learning and

development at home. However, the childminder has not yet established ways of monitoring this to offer an overall development record for each child, for example, by using a learning journey development record which parents could view and contribute to. Limited information is offered to parents regarding the Early Years Foundation Stage to ensure they are fully informed.

The childminder is skilled at supporting and encouraging children's learning and development through everyday experiences. For example, by sorting laundry and talking about different foods on visits to the shops. Toddlers are able to help themselves to plastic bowls from one of the cupboards and concentrate and persevere as they fit one inside another. The childminder plays alongside the children and uses toys to help them learn new skills through fun experiences. For example, children gradually progress from knocking bricks over to attempting to build them up. Toddlers are watchful of situations around them and enjoy role play with dolls. The childminder promotes children's communication skills well. She talks frequently to them and is attentive to their efforts of talking, gently reflecting back the correct pronunciation of words. She uses opportunities and experiences to help toddlers broaden their vocabulary. For example, she shows them outside after sunset and says 'dark', to aid their understanding. An appealing selection of books is readily available and children occasionally visit the local library, fostering their appreciation of books.

Children's physical development is well promoted and they have daily opportunities for exercise and to practise their physical skills. Toddlers are encouraged to walk on some outings and enjoy trying to climb up the slide. Their dexterity and independence are enabled and promoted as they attempt to feed themselves or learn how to put the play people in the toy car. They have fun opportunities making marks as they use a water doodle pad or draw with chunky crayons on paper. They learn about the world around them as they go on outings, help feed the fish in the pond or explore the plants and dig in the garden. The childminder develops children's familiarity with numbers as she counts, and they are beginning to copy her.

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

Children are cared for in a warm, clean and welcoming home. Appealing, age-appropriate resources are easily accessible in low-level storage. This promotes children's independence and encourages them to make their own choices and selections. Children are relaxed and at ease with the childminder and have established secure attachments with her. There are frequent exchanges of smiles, cuddles and conversation between them, and children clearly feel comfortable and secure in the childminder's warm care. They are supported well when they start and settle swiftly. Children are very sociable and confident, which helps prepare them for future transitions to other settings.

Positive behaviour is well promoted. The childminder has a calm manner and is a positive role model to the children. Toddlers respond well to basic boundaries and understand what is acceptable, for example, sitting down while eating. The childminder gives clear explanations and choices, offering children time to think and respond. Children learn good habits, and how to keep themselves safe, as they are encouraged tidy away toys after

playing with them. They are able to take reasonable and supervised risks to gain an understanding of their capabilities and limitations. For example, a toddler enjoys sitting and leaning backwards on an upturned toy box.

The childminder provides a nutritious and healthy variety of snacks and home-cooked meals. Children are encouraged to make positive food choices and enjoy a variety of fresh fruit and vegetables. They are developing good hygiene habits through regular routines and through copying the childminder. For example, toddlers are encouraged to use wipes to wash their hands and face before and after food, and to cover their mouths when they cough. Older children independently access the toilet and competently manage their own personal care. Children benefit from regular exercise, fresh air and daylight as they explore in the garden or visit local parks and play areas. They are able to rest and sleep according to their individual needs.

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

At the time of inspection, the childminder is still establishing her childminding practice. She is gaining experience and is committed to 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 the Statutory Framework for the Early Years Foundation Stage and is developing her understanding and application of the requirements. 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 parents' wishes. However, written consent is not obtained from parents prior to administering each particular medicine, which could impact on children's welfare.

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. She has an evacuation procedure, which is practised monthly with the children, to ensure they are familiar with the routine without being fearful. The childminder has completed online training to raise her awareness of child abuse and food safety. She has a safeguarding policy, which is shared with parents. However, the policy does not fully reflect the requirements of the Statutory Framework for the Early Years Foundation Stage, as it does not include the use of mobile telephones and cameras.

The childminder has a secure knowledge of child development and is increasing her understanding of the learning and development requirements. She gets to know children very well as individuals and provides a broad range of experiences to promote their learning and development. She initially recorded a daily diary log of experiences and children's welfare. In recent weeks she has begun to record more succinct, relevant and focused observations on sticky notes. However, these observations are not always linked to the areas of learning and do not clearly demonstrate a child's progress and stage of development in each area of learning. The childminder is considering ways of improving her monitoring and assessment to ensure that children's progress is clearly and purposefully monitored and more easily shared with parents. She makes limited reference

to guidance documentation available, for example, the Development Matters for the Early Years Foundation Stage, to support her practice.

The childminder develops positive and trusting partnerships with parents. She promotes regular verbal communication with parents to ensure children's individual needs are met and to promote their welfare. References written by parents for the inspection are very positive. Parents comment their children settled well and really enjoy their time with the family. They are happy with the care and activities provided and comment on the positive progress their children are making. Parents appreciate the childminder's flexibility and the open and meaningful verbal communication about their children.

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 children in their ongoing learning and development. The childminder has limited links with other childminders and local authority staff, and is aware this is an area for development to support and improve her practice.

The childminder currently reflects on her practice, however, self-evaluation is not sufficiently rigorous, systematic or focused to identify areas requiring improvement. Therefore, some weaker areas, for example, monitoring of children's progress and revising of some documentation, have not been addressed.

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
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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	EY447071
Local authority	Suffolk
Inspection number	807182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
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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