

## Inspection date

Previous inspection date

28/01/2013

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.
- Children benefit from access to a broad selection of toys, resources and fun activities. The childminder engages well with children in their play, to support and encourage their learning and development.
- Parents enjoy positive and trusting relationships with the childminder who encourages regular communication which supports all aspects of children's care and learning.
- Children develop good communication and language skills because the childminder talks constantly to them and uses Makaton signing to support non-verbal children.

### It is not yet good because

- Prior written consent is not obtained from parents prior to administering each particular medicine, which potentially impacts on children's health and welfare.
- Children do not have daily access to the garden to extend their exploratory and investigative instincts.
- Self-evaluation is not sufficiently rigorous or focussed to identify areas requiring improvement and ensure that the welfare requirements are met in full.

## 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 conservatory and discussed activities with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, 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 parents from references written by parents for the inspection.

## Inspector

Hazel Meadows

## Full Report

### Information about the setting

The childminder was registered in September 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and son, aged 10 years, in a house in Somersham in Suffolk. The whole of the ground floor is used for childminding. The rear garden is available for outdoor play. The family has a pet dog and a cat.

The childminder attends a childminder group and the nearby children's centre. She visits the local shops and parks on a regular basis. She takes and collects children to and from local schools and pre-schools.

There are currently seven children on roll. Three children are in the early years age group and attend on a part-time basis, for a variety of sessions. Four school-aged children attend before and after school. The childminder offers care all year round, from 7am to 6.30pm Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder is a member of the National Childminding Association.

### **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.

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

- implement plans to offer children an increased range of outdoor play and learning experiences, such as growing plants, hunting for creatures and digging
- improve the accuracy and rigour of self-evaluation to ensure any areas for improvement are swiftly identified and promptly rectified.

### **Inspection judgements**

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

The childminder has previously worked at a pre-school and uses some of her knowledge and experience to support children's learning and development. She gets to know the children well and is aware of their individual capabilities. The childminder uses this knowledge to help her offer a range of suitable activities for the children, linked to their interests when appropriate. For example, she responds to toddler's fascination with 'posting' various items, by purchasing a mini post box and offering them puzzles where they can post matching pieces. She plays at their level to help focus their attention and to use opportunities to extend their learning.

The childminder observes children's achievements and abilities. For example, she notes

that a toddler is able to squat and build a brick tower, with good control for his age. Relevant and succinct observations are recorded in a learning journey development record for each child. Observations are supported by photographs and clearly linked to the areas of learning they cover. The childminder uses this information effectively to identify the next steps in learning and monitor their progress. Children's learning journeys are shared with parents and the childminder encourages open communication with them, regarding their children's capabilities and achievements.

Communication and language skills are well promoted and this is a strength of the setting. The childminder talks frequently to the children and encourages the use of some Makaton signing, to help less verbal children express themselves. She makes good use of text and pictures, including a visual timetable, to help children understand the routine and to know what to expect. Children are making sound progress and are developing skills needed for the next steps in their learning and moving onto school. For example, children recognise their names, through personal names cards on display, and are beginning to notice letters from their names in other words. Photographs of the children at play and examples of their artwork adorn the walls, helping them to feel valued and giving them a sense of belonging. An appealing selection of age appropriate books, on low-level shelving, encourages toddlers' appreciation of books and they freely help themselves.

The childminder plans some activities, such as games and cookery, but is flexible to follow children's interests and ideas. She uses everyday opportunities to extend children's learning. For example, prior to doing a cookery activity with the children, she promotes discussion about the ingredients. She writes a list, encouraging children to write their own items, helping them to understand that text has meaning and promoting their pre-writing skills. This is followed up with a visit to the local shops to find the ingredients, enabling children to purposefully explore their local community. They then help weigh and mix the ingredients and enjoy sampling the results, once they are cooked.

The childminder values children's individuality and encourages their appreciation of diversity. This is reflected positively in some of the books, toys and resources. For example, some of the music compact discs play songs and rhymes in different languages. Children's imaginative play is well promoted with a wealth of props and resources and toddlers enthusiastically use the pots and utensils in the mini play kitchen. The childminder has plans to make the physical improvements to the garden but has not yet implemented these. However, she does not recognise the learning potential of the garden in its current state. For example, children do not dig in the soil, grow plants in the tubs or hunt for mini-beasts. Therefore, children's curiosity about the natural world is not effectively promoted. Children develop their physical skills when they visit local play areas, where they are able to run freely and play on larger equipment. They recently enjoyed building snowmen on the adjacent green.

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

Children are cared for in a stimulating and welcoming home. An abundant variety of good quality, 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. They enthusiastically explore the toys, which are rotated to promote ongoing interest and challenge for children. However, children's well-being is not appropriately protected because the childminder does not obtain the required permission from parents for each particular medication before administering to children.

Children are very relaxed and happy with the childminder and have established secure attachments with her. Children's transitions from home to her care are managed sensitively and gradually. Consequently, children settle swiftly. They clearly feel comfortable and secure in her warm and attentive care. They remain at ease when a visitor arrives at the home. There are frequent exchanges of smiles, cuddles and conversation between toddlers and the childminder. Children are very sociable and confident, and are becoming increasingly independent, which helps prepare them for future transitions to other settings. The childminder has a calm manner and is a positive role model to the children, encouraging positive behaviour and consideration of others. Toddlers respond well to basic boundaries and understand what is acceptable. They are also learning how to keep themselves safe, for example, as they are encouraged not to climb on the larger toys.

The childminder provides a predominantly healthy variety of snacks, including some fresh fruit and vegetables, which encourages children to make healthy food choices. Children are beginning to learn about good hygiene, as it is usually promoted through reminders and routines, initiated by the childminder. Toddler's nappies are changed promptly ensuring children remain fresh and comfortable. Older children independently access the toilet and competently manage their own personal care. Visual hand washing prompts, above the sink, help reinforce healthy habits. Children have daily access to fresh air and daylight as they go with the childminder to and from the school and they visit local play areas. Children are able to rest and sleep according to their individual needs and a travel cot is available for toddlers to sleep downstairs.

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

Children are kept safe as the childminder is clear about her role and responsibility to protect them from harm. She is vigilant and minimises potential hazards in her home. An emergency evacuation procedure is practised with the children, to ensure they are familiar with the routine, without being fearful. The childminder has clear policies regarding safeguarding and the use of mobile telephones, cameras and electronic devices. She ensures all required and relevant training is up to date, to promote children's welfare. For example, she has current first aid, safeguarding and food safety certificates. She has also attended training on the revised Statutory Framework for the Early Years Foundation Stage, although she has yet to implement some aspects of the training, with regard to monitoring children's progress.

The childminder has a sound understanding of child development and of the seven areas of learning. Through her existing knowledge, and reference to current guidance documentation, she is able to broadly recognise each child's stage of development. The childminder is reviewing information, received at training last year, to help her to

strengthen her monitoring and assessment of children's progress.

Documentation is well-organised and readily available for inspection. A parent leaflet outlines information about the care she offers and gives a brief summary of the Early Years Foundation Stage. Comprehensive details are gathered about the children and most written parental consents are obtained, to ensure children are cared for according to their parent's wishes. However, written parental consent is not obtained prior to administering medication to children. This means that a legal requirement is not met and has a potentially detrimental impact on children's health and well-being.

The childminder develops positive and trusting partnerships with parents. She promotes regular verbal communication with them, to ensure children's individual needs are met and to promote their welfare. Written references, obtained from parents for the inspection, are very positive. Parents clearly value the childminder's reliability and flexibility. They state their children settled 'seamlessly' and enjoy being in her care. The childminder also establishes and maintains positive partnerships with other settings the children attend. This includes verbal information-sharing, to aid continuity of approach and to support children in their ongoing learning and development. The childminder meets regularly with other childminders to share practice issues and has some links with local authority staff, to support and improve her childminding.

The childminder reflects on her practice and welcomes comments or ideas from parents and children. She consults with her development worker, to help evaluate her practice and make improvements. For example, the childminder recognises that outdoor play experiences are an area for further development. However, self-evaluation is not sufficiently rigorous to effectively identify, and promptly address, other areas requiring improvement, for example, the correct maintenance of medication records.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- maintain a record of any medication administered to a child, including a record of the parent/guardian/carer's consent (Records to be kept) (both parts of the Childcare Register)
- take action as specified above (Records to be kept)

## 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

<b>Unique reference number</b>	EY435728
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	784203

<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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