

Inspection date

11/02/2013

Previous inspection date

08/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 provides children with time and resources to develop their own ideas and complete an activity to their satisfaction.
- The childminder extends children's learning by encouraging them to keep on trying if they encounter difficulties.
- Children are settled and happy with the childminder because she pays careful attention to settling them in.
- Children are kept safe and secure by the childminder, who carries out suitable health and safety checks and risk assessments in the home and when out.

It is not yet good because

- Children make progress in their learning at only a steady pace because the childminder does not observe or assess their learning frequently enough.
- Partnership working with other settings is not fostered well enough, and so continuity in children's learning and development is not assured.
- The self-evaluation is not robust and lacks rigour. Additionally, it does not take into account the views of parents or children. As a result, weaknesses have gone unnoticed and improvements have not been secured.
- The first aid box is not adequately stocked. This has the potential to compromise children's safety in an emergency.

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 childminder's lounge and kitchen.
- The inspector spoke with the childminder during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.

Inspector

Andrea Snowden

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged eight and 11 years in a village near Lowestoft. The ground floor of the home is used for play and there is a bedroom upstairs for sleeping children. There is an enclosed garden for outdoor play. The family has three cats.

The childminder attends local toddler groups and activities at the local children's centre.

She visits the park and beach on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- take the necessary action to ensure the statutory agencies that deal with child protection issues are notified, without delay, when allegations are made, in order to protect children from harm
- increase the frequency of observations and assessment so that planning is shaped by children's current achievements, interests and learning styles, and so that their learning and development is more rapid
- ensure there is a first aid box which has appropriate content for use with children, to ensure their needs are met in the event of an accident.

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

- establish more effective partnerships with other providers to ensure children's individual needs and continuity in their learning and development are assured
- improve the self-evaluation to ensure an up-to-date and rigorous review of the setting as a whole is conducted. Additionally, seek the views of parents and children, so that these help to inform future improvements.

Inspection judgements

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

The childminder supports children very well in their chosen activities, which they select from a mix of toys she sets out for them each day. She allows them plenty of time to complete an activity and asks questions to help children think things through, develop ideas and recount familiar scenarios. As a result, their ideas extend and grow, and children take great pleasure in what they achieve. However, overall, children only make steady progress in their learning and development. Although the childminder carries out some observation and assessment of their learning and development, the assessment is not

robust enough and she does not carry out the observations frequently enough. This means she does not have an up-to-date understanding of where children are in their development. As a result, planned activities are not always tailored to children's individual needs and interests.

The childminder works satisfactorily with parents regarding children's learning and development. She shares their child's assessment record with them and every six months provides them with an overview of their child's development. Some parents contribute their comments and ideas, and the childminder takes this into account when planning activities. Children are making suitable progress to support them in their future learning. Older children can concentrate on activities for long periods of time, show they can listen to instructions and are confident in their routines. They regularly visit the school premises with the childminder, when collecting other children, and so are becoming familiar and confident with the environment. As a result, children are more comfortable with the transfer to school and settle into structured learning more easily.

Activities satisfactorily promote children's development towards the early learning goals. Children's creativity is promoted because the childminder always provides opportunities for messy play. While sticking leaves on a drawn shape of a hedgehog, children talk about what they are doing and how they want to develop the picture further. They decide to draw and colour a ladybird and choose a red pen. They add black spots, choosing a black pen. They draw some plants, which they say have grown from seeds, remembering planting and nurturing strawberries in the childminder's garden. This demonstrates their developing understanding of the world around them. Using scissors to cut pieces of paper and the glue stick to apply glue, children's physical skills are promoted, and when a child explains they have cut big and tiny pieces, this shows an understanding of basic mathematical terms.

Children think about emotions, and explain that the hedgehog is sad. When the childminder asks why this is, children respond that he does not have a Mummy or Daddy. This provides children with the opportunity to create more hedgehogs and refine their learned skills. On completion of the artwork, the childminder encourages children to label their work. She uses the sounds of letters to help children spell out their name. Children recognise shapes within the letters and explain that the 'O' is a circle.

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

Children are happy and content with the childminder because she pays special attention to a thorough settling-in period. Children and the childminder develop secure bonds as a result. They laugh and giggle together and the children are confident enough to play tricks on the childminder, such as hiding from her. Children are aware of their feelings and discuss their emotions with the childminder and, as a result, they are becoming very self-assured. Their behaviour is good and the childminder uses appropriate ways of dealing with unwanted incidents. Children are praised and encouraged for their good behaviour and achievements and, as a result, their self-esteem is high. Children spend a lot of time mixing with others at local groups and with other minded children. Consequently, their social skills, confidence and independence are good, preparing them for future learning

and transitions.

Children's physical development is well fostered by the childminder, who creates many opportunities for them to be active and out in the fresh air. They walk to school each day and visit the local park where they can climb, balance and swing, developing their muscles and strength. They visit the beach every week and in the summer months enjoy paddling in the sea and digging in the sand. Children learn about the benefits of a healthy lifestyle because the childminder talks to them about the importance of good hygiene and of healthy eating. They learn about personal safety when walking to school and when using equipment. For example, the childminder repeatedly reminds children to be careful with the scissors and to point them down towards the floor.

The childminder provides a warm and welcoming environment for children to play in. She makes available a selection of toys and sets out activities to encourage children to play when they arrive. Children select from these toys and confidently express their wishes to continue with or move on to another game.

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

The childminder keeps children safe and secure on a day-to-day basis and carries out health and safety checks before children arrive. When on outings, children are kept safe and risk assessments are carried out to highlight and minimise hazards. The childminder can identify the possible signs of abuse and neglect and has appropriate knowledge and understanding of who to contact if she is worried about a child. However, this inspection took place because concerns were raised that the childminder does not know the process to be followed if allegations of abuse are made against her. In a recent incident the statutory agencies that deal with child protection issues were not notified appropriately. The inspection found the childminder was not aware of whom to contact to report allegations, although there is a written procedure in place with regard to safeguarding children. The childminder also has a policy for dealing with complaints, although investigation of these does not meet the requirements of the Childcare Register.

The childminder keeps appropriate records with regard to children's health and medical needs. Accidents are recorded and the childminder holds a first aid certificate. However, the first aid box is not sufficiently stocked to meet children's needs in case of an accident. The childminder demonstrates, through discussion, that she can work with parents to meet children's individual and specific needs. Through monitoring the progress of the children she knows whether they are reaching their developmental milestones. Children in her care also attend other early years settings. The childminder collects children from the nursery, but she does not liaise with the staff to understand what children have learned while with nursery staff. As a result, continuity in children's learning and development cannot be assured.

The childminder has completed an evaluation of her setting and introduced some changes to benefit the children. For example, she now takes children to a gymnastics class and has introduced some new activities and resources. She has made some progress since the last

inspection with regard to finding out about children's starting points when they join the setting. However, the self-evaluation still lacks rigour. Additionally, it does not take into account the views of parents or children. As a result, weaknesses have gone unnoticed and improvements have not been secured.

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:

- update the complaints procedure to ensure it fully reflects the requirements of the Childcare Register, so that appropriate action is taken in the event of a complaint (Procedures for dealing with complaints).
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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	EY299401
Local authority	Suffolk
Inspection number	902762
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	08/12/2008
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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