

<b>Inspection date</b>	09/05/2013
Previous inspection date	06/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 has developed caring relationships with the children in her care.
- The childminder provides every day activities to support the children's learning and development both inside and outside.
- Positive relationships are developed to ensure that verbal communication with parents to support the individual children.

#### **It is not yet good because**

- The administration of medication is not recorded in line with legal requirements, compromising children's welfare.
- The childminder does not make best use of guidance, such as Development Matters in the Early Years Foundation Stage, to clearly identify children's stages of development and to aid planning to best support their progress.
- There is scope to strengthen parental involvement in their child's learning to secure best progress.
- Self-evaluation does not accurately identify weaknesses or set challenging targets to drive and sustain continuous improvement.

## 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 care and learning routines in the lounge, kitchen, playroom and outside area of the childminder's premises.
- The inspector sampled children's records, observations, certificates and documentation to substantiate evidence.
- The inspector took account of the views of parents as expressed through written references.

## Inspector

Amanda Popplewell

## **Full Report**

### **Information about the setting**

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, and daughter aged 11 years in a house in Leiston. She uses the whole of the ground floor along with two upstairs bedrooms and the rear garden for childminding.

The childminder attends a childminder group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The family has a dog and a cat as pets. There are currently eight children on roll, of whom, seven are in the early years age group and attend for a variety of sessions. One school-age child attends after school. She operates all year round from 8am to 6pm Monday to Friday except for family holidays.

### **What the setting needs to do to improve further**

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

- keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- strengthen the ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- improve the focus of self-evaluation to accurately identify weaknesses and set challenging targets to secure continuous improvement.

## Inspection judgements

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

The childminder has a sound knowledge of child development and she builds very good bonds with the children in her care by providing a broad range of experiences to promote their learning and development. She chooses to record a log of the children's experiences in her care through observations and photographs, and verbally feeds back to parents daily on this as well as the children's welfare. However, the observations are not always linked to the areas of learning and do not clearly demonstrate the child's progress and stage of development in each area of learning. She makes limited use of the guidance documentation available, for example, Development Matters for the Early Years Foundation Stage, to support her practice.

The childminder initiates some interaction with the children and asks them questions about their play. This helps to develop language and communication skills and also supports their thinking skills. The childminder supports the children's development through every day experiences, such as having a till and talking about foods to buy from the supermarket. Children are able to use past experiences in their play.

Children's physical development is well promoted through daily opportunities to practice physical skills. Toddlers are encouraged to climb the steps of a slide, but then also counting the rungs on the ladder. Their dexterity and independence are developed through cooking activities, using a rolling pin and cutters when making cheese biscuits. They learn about the world around them by going on outings, visiting chickens and purchasing eggs for cooking. The childminder develops mathematical concepts by talking about shapes during a cooking activity and looking at number as she counts the rungs of the slide, which the children copy.

The childminder provides opportunities for the children to self-select books, the children are engaged and interact with the childminder throughout the story, encouraging the children to open the flaps and take turns. She talks frequently with them and uses opportunities and experiences to help toddlers to broaden their knowledge. For example, she models to a child how a stethoscope works and, mimics the beating action that her heart makes.

Basic information is shared with the parents about their children's development within her care. However, there is scope for the childminder to strengthen the two-way flow of information between herself and parents, and involve them more in their child's learning and development.

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

The children have very secure attachments with the childminder, with exchanges of smiles, cuddles and conversations. For example, a child was afraid of the wind and moved onto the childminder's lap for reassurance. The childminder ensures that children are

given time to settle and are fully supported in getting to know her when they start. The home is inviting with doors that access into a large garden area, with an array of age-appropriate resources that are inside and out to promote free flow access. The children are therefore very sociable and confident, providing clear foundations for their future learning.

The childminder takes the children to a local group, so that they can interact and play with other children to help them to develop their personal and social interaction which supports their future transition to school. The childminder has resources to promote diversity, such as differing foods, multicultural books and dolls. These are used to help children to begin to develop a respect for differences and similarities in people.

The childminder provides the children with healthy choices for snack and meal times. Children are encouraged to make food choices with regards to fruit and vegetables, and help themselves to water when they are thirsty. Good hygiene habits are in place; for example, the toddlers use wipes before cooking and meal times. Older children have the confidence to express when they require the toilet and the childminder supports their welfare needs. Children benefit from regular exercise, fresh air and daylight as they explore the outside. They can rest and sleep according to their individual needs.

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

The childminder has gained experience in providing quality care and learning experiences to young children by attending a local authority approved training course, which supports her provision of home-based childcare. She has a copy of the Statutory Framework for the Early Years Foundation Stage and is developing her understanding of the requirements. Details are gathered on the children and parental consents are obtained to ensure that children are cared for according to their parents' wishes. However, written consent is not always gained when medicine has been administered and this compromises children's well-being. This means that a legal requirement is not met and this also applies to children's welfare on both parts of the Childcare Register.

Children are kept safe as the childminder minimises the potential of hazards by carrying out risk assessments. She has completed training to raise her awareness on child abuse and food safety. The childminder has developed strong partnerships with parents, regular verbal communication is carried out throughout the day to ensure that the children's individual needs are met to promote their welfare. Parental references written for the inspection are positive and confirm that the childminder offers 'a balance of free-flow and structured activities in a thriving, caring environment'.

At present, a child attends another early years setting and the childminder promotes partnership working with that provider to support children in their ongoing learning and development. The childminder has links with other childminders and advice and support from local authority staff, to support and improve her practice. The childminder reflects on her practice, but self-evaluation does not accurately identify weaknesses or set challenging targets to drive and sustain continuous improvement.

## 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:

- keep a record of any medicine administered to a child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of the parent's consent (compulsory part of the Childcare Register)
- keep a record of any medicine administered to a child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of the parent's consent (voluntary part of the Childcare Register)

## 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 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 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>	250842
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	818385
<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>	8
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/12/2010
<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, 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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