

Inspection date	09/04/2013
Previous inspection date	11/02/2009

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		2
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 partnerships with parents. She encourages regular communication to support children's welfare and aspects of their learning and development.
- The childminder encourages children to make positive and healthy food choices and offers them a range of nutritious options at snack times.

It is not yet good because

- Observations and assessments are not sufficiently rigorous or consistent to demonstrate an accurate reflection of children's progress in each area of learning. They are not always used effectively to identify learning priorities for individual children or to guide planning of suitably challenging activities and learning experiences, which are matched to children's individual needs.
- Self-evaluation is not systematic, sufficiently rigorous or focussed. Therefore, areas requiring improvement are not always identified or promptly 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
- 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 activities, and interacted with the children, in the lounge/diner.
- The inspector spoke with the childminder, and her assistant, at appropriate times throughout the inspection and discussed activities with them.
- The inspector looked at children's learning journey development records and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder and the assistant.
- The inspector also took account of the views of one parent spoken to on the day and references written by parents in 2012.

Inspector

Hazel Meadows

Full Report

Information about the setting

The childminder was registered in 1990. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Hadleigh, Suffolk. Her partner works as her full-time assistant. The lounge/diner and playroom are used for childminding. A secure garden is available for outdoor play. The family has two dogs, two cats and two guinea pigs and four giant African land snails.

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

There are currently 15 children on roll. Five children are in the early years age group and most attend on a part-time basis for a variety of sessions. There are 11 school-aged children, who attend before and after school and during some 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 Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- improve observation and assessment to offer more consistent, accurate and purposeful assessments of each child's progress, and stage of development, in each area of learning. Use these to identify priorities for learning and to guide planning of suitably challenging activities and learning experiences, match these to children's individual needs.

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

- develop a systematic and effective method of self-evaluation, to ensure any areas for improvement are identified, and promptly rectified, to make ongoing improvements to practice where most needed.

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, development and needs. Through this, and her own observations, the childminder can establish each child's starting points. The childminder uses her observations, mostly unrecorded, to help her offer a suitable range of activities for the children, sometimes linked to their interests. For example, she responds to a child's interest in trains by offering a wooden train and track set. A few activities are provided as a result of planning to meet individual children's needs or stage of development. However, most of the activities provided are generic. This sometimes results in insufficient challenge or focus for individual children's learning.

The childminder has a learning journey development record folder for each child. This contains a selection of photographs of the children at play and a very small number of written observations by the childminder. Observations are sometimes linked to an area of learning and, occasionally, the childminder focusses on a possible line of direction to support a child's learning. However, the main learning priorities for each child are not always clearly identified, planned for or assessed. The childminder shades out a development stage section on a tracker sheet, covering each area of learning, to indicate children's progress. However, children's level of progress within in each broad area is not clear. It is not always identified when, or how, the child achieved each stage. Therefore, it is not always easy to gauge children's progress, in relation to their starting points, or to ascertain whether increased support or challenge is required. The learning journeys are shared with parents and the childminder encourages open communication with them, regarding their children's ongoing learning and development. Some parents have recorded observations, regarding their child's achievements and progress at home, while others prefer to share verbally.

Children communication and language skills are suitably promoted. The childminder talks frequently to the children and is attentive to their conversation and communication. The childminder and her assistant have recently begun to introduce some Makaton signing, to help less verbal children express themselves. Some children are beginning to show an interest in letters and words. Opportunities are used to promote this, for example, finding letters of their name on road signs or on their beaker labels. The childminder and assistant play at the children's level to help focus their attention and to use some opportunities to extend their learning. Toddlers enjoy snuggling up to the assistant as they share a book together. Children are developing an understanding of the world around them. They help to plant and care for vegetables and sometimes look for mini-beasts in the garden. They help feed the childminder's pets and also visit farm parks in the local area, where encounter a variety of farm animals. The childminder values children's individuality and encourages their appreciation of diversity. This is reflected positively in some of the resources and aspects of children's culture and language are shared with all the children. Children's imaginative play is well promoted with a selection of props and resources. Toddlers enthusiastically play with the mini kitchen, cot and dolls. Children have opportunities to explore a range of textures and media. They enjoy craft activities and examples of their artwork are displayed on the wall, helping them feel valued. A box of multi-sensory resources is occasionally shared with the children. Children play outside in the garden or visit local play areas, where they are can run freely and play on larger equipment. Overall, children are making satisfactory progress and are developing skills

needed for the next steps in their learning, and ultimately, school readiness.

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

Children are cared for in a welcoming, well-resourced home. An abundant variety of good quality resources are available for children of all ages and stages of development. Many are easily accessible, promoting children's independence and encouraging them to make their own choices and selections. They enthusiastically explore the toys, which are rotated to promote ongoing interest and variety.

Children are very relaxed and happy with the childminder and have established secure attachments with her and her assistant. Children's transitions from home to the childminder's care are managed sensitively and gradually, in close cooperation with parents. Consequently, children settle well. They clearly feel comfortable and secure in the childminder's warm and attentive care and 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 sociable and confident, and are becoming increasingly independent, which helps prepare them for future transitions to other settings and school.

The childminder and her assistant have a calm manner and are positive role models of behaviour to the children. Clear explanations are offered to encourage positive behaviour and tolerance and consideration of others. Toddlers respond well to basic boundaries and are beginning to understand what is acceptable, for example, sharing and waiting their turn. They are also learning how to keep themselves safe, for example, they are encouraged not to climb on the larger toys and road safety is practised on outings.

The childminder provides a healthy and nutritious variety of snacks, which encourages children to make healthy food choices. Children are introduced to a broad range of fresh fruit and vegetables, enabling them to try different tastes and textures. They enjoy a sociable snack time picnic, joined by the childminder and her assistant, sharing fruit, cucumber and savoury snacks. The childminder is acutely mindful of any allergies or intolerances a child may have and offers alternative foods as appropriate. Children are beginning to learn about good hygiene, as it is promoted through reminders from the childminder and regular routines. Slightly older children manage their personal needs well, for example, independently and competently using the potty when they need to. Toddler's nappies are changed as required, ensuring children remain fresh and comfortable. Children have daily opportunities for fresh air, daylight and exercise. They visit local play areas and woods and also go with the childminder to and from the school or play in the well-equipped garden. Children rest and sleep according to their individual needs, usually in a buggy downstairs.

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

The childminder is clear of her role and responsibility to protect children from harm. Both she and her assistant hold current first aid certificates and have attended safeguarding training. Clear policies support their practice and they are clear of the procedures to follow should there be concern regarding a child's welfare. Thoroughly applied risk assessments ensure potential hazards to children are minimised. The childminder and her assistant are well deployed and watchful of the children, to keep them safe and secure. An emergency evacuation procedure is practised with the children, to ensure they are familiar with the routine, without being fearful.

The experienced childminder has a sound understanding of child development and of the seven areas of learning. Through her existing knowledge she can broadly recognise each child's stage of development. However, monitoring of planning and assessment and the educational programmes are not sufficiently rigorous to ensure they are precise and accurate to effectively target and promote children's abilities and progress. The childminder reflects on her practice with her assistant and welcomes comments or ideas from parents and children. She has made some improvements to the environment, for example, providing additional shelving for toys and storage for her documentation. However, self-evaluation is not sufficiently rigorous or focussed to effectively identify, and promptly address, other areas requiring improvement, such as monitoring and assessment. The recommendations from the previous inspection have also not been addressed which has resulted in a reduced capacity to maintain improvement over time.

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 communication with them to promote their children's welfare. The childminder works closely with parents to support any additional needs a child may have. Parent's direct comments and written references are very positive. Parents clearly value the childminder's, and her assistant's, reliability and calm approach. They comment positively on the activities available and endorse that their children are happy and settled. The childminder also establishes positive partnerships with other settings the children attend. Information is shared 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 to support and improve her childminding.

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 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

Unique reference number	251239
Local authority	Suffolk
Inspection number	907293
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	11/02/2009
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, 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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