

## Inspection date

Previous inspection date

04/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
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	4

## The quality and standards of the early years provision

### This provision is inadequate

- The activities and accessible resources do not always offer sufficient challenge and interest for older or more able children, to ignite and maximise their learning.
- The childminder has weak knowledge and understanding of some aspects of the legal requirements of the Statutory Framework for the Early Years Foundation Stage and how to apply them in the setting, for example, ascertaining the space requirements.
- Monitoring does not always ensure that routines and activities are sufficiently flexible, to take account of and meet and plan for individual children's needs, interests, learning styles and stages of development.
- No self-evaluation is undertaken by the childminder, therefore the views of parents and children are not gathered and areas requiring improvement are not identified or promptly rectified to improve the quality of the provision for children.

### It has the following strengths

- The childminder develops warm and caring relationships with children, sensitively supporting them with the transition into her care. Consequently, children are happy and relaxed as they feel safe and secure in her care.
- The childminder establishes positive and trusting relationships with parents and encourages regular communication regarding children's welfare and some aspects of their learning and development.

## 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 compulsory part 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 two main downstairs rooms.
- The inspector checked other areas children have access to, which are the sleep room upstairs and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector also spoke with the co-childminder and the assistant.
- The inspector looked at children's development records and a selection of policies and children's personal records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of parents collecting their children and of references written by parents for the inspection.

## Inspector

Hazel Meadows

## **Full Report**

### **Information about the setting**

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She works with one other registered childminder and minds from her co-childminder's house in Ipswich, Suffolk. She shares overall responsibility for the childminding practice with her co-childminder. The two childminders also employ an assistant. The whole of the ground floor of the property is used for childminding and an upstairs bedroom is available for daytime sleeping. There is an enclosed garden for outside play.

The childminder takes children to local shops, libraries and play areas on a regular basis. Her co-childminder takes children to, and collects them from local schools and pre-schools.

There are currently 17 children on roll, of whom 14 children are in the early years age group. Children attend part-time and for a variety of sessions. Three school-aged children occasionally attend during school holidays. The childminder offers care, with her co-childminder, all year round, from 8am to 6pm Monday to Friday, except for one week at Christmas.

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

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

- improve knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and how to apply them to the provision in practice, for example, space requirements
- monitor the educational programmes to ensure that the individual needs, interests and stages of development of each child are met; use this information to plan the daily routine and suitably interesting and challenging experiences for all children, particularly for those older or more able, to provide for their ongoing learning.

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

- implement self-evaluation, seeking parents' and children's views, to highlight strengths and achievements and to help identify, and promptly rectify, areas requiring improvement and development.

## Inspection judgements

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

Children's individual needs and abilities or the next steps in their learning, are not always considered and planned for. For example, most of the toys and activities are suitable for younger children and do not offer sufficient challenge and interest for older children. Children have periods of free play but most adult-initiated activities are not sufficiently based on children's individual stages and learning needs. Limited differentiation is made between older and younger children. For example, all children sit for a group time, where the date and weather are discussed, which is too advanced for some of the younger children. A standard daily routine is maintained for the children as a whole group, regardless of their ages, interests and stages of development. For example, all of the children go out into the garden together, for a designated period in the afternoon.

When children start at the setting, the childminder has a discussion with their parents, and asks them to complete a care plan leaflet, about their child. This gives an outline of each child's routine, capabilities, eating and sleeping habits, likes and dislikes. The childminder uses this information, plus her own observations and childcare experience, to help her establish children's starting points. She gets to know the children well and predominantly uses non-recorded observations, and her experience, to plan and provide for their ongoing learning and development. However, this is not effectively monitored to assess activities and ensure planning meets children's individual needs. Two-way sharing of children's individual progress is encouraged with parents when they collect their children. Parents are also invited to stay after six o'clock to discuss some aspects of their child's learning and welfare in more depth. The childminder is beginning to use a booklet to maintain an ongoing development record for two of the children. These development records have not been shared with parents, and any of their comments and contributions have not been incorporated, to fully involve them in their child's learning.

Children are offered an appealing range of books, which is easily accessible in a low-level book rack. A large letter and numbers book, stored out of reach, is spotted by an older child, who requests it. They explore it intently, then voluntarily and proudly point out the initial letter of their name. However, overall there are very limited opportunities for older or more able children to begin to recognise their names or familiar text, in preparation for future learning and school. Children are occasionally given crayons and paper but, overall, opportunities for children to make marks, or write for a purpose in their play, are limited.

The childminder talks frequently to the children and is attentive to their efforts of communication. Her enthusiastic facial expressions and tone of voice encourage communication skills with babies and young children. She uses some mathematical language with the children, such as 'bigger' and 'smaller', and sings number rhymes with them. Some older children are beginning to recognise numerals and occasionally have opportunity to practise this, for example, as they look through the big book containing letters and numbers.

Children experience a variety of activities, both in the home and at local toddler groups.

They have opportunities to explore the various textures and properties of gloop, sand and water. They are also offered different creative media, such as sparkly play dough, paint and sticking with glue, and make their own creations and ideas. Some examples of their artwork are displayed on the walls, helping them to feel their efforts are valued, and encouraging them to recall different experiences, for example, making snowmen.

A selection of props and resources, such as a play kitchen, dressing-up clothes and small world toys, promote children's imaginative role play. Children also make up their own games, using available resources to create props to support their own imaginative ideas. For example, they wear toy shopping baskets to transform themselves into robots. The childminder values children's individuality and encourages their appreciation of diversity. This is reflected positively in some of the resources. Children learn more about their local community, when they go on outings to the local library and play areas, or go with the childminder to collect older children from nursery.

Listening skills and physical exercise are promoted, as children enthusiastically do accompanying actions, while the childminder sings favourite rhymes to them. They excitedly wait to go outside to the garden, where they have opportunities to develop their skills and confidence on ride-on equipment. Children are encouraged to feed themselves and manage well, using either their fingers or a fork, depending on their ages and stage of development.

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

Children are cared for in a generally stimulating and welcoming home. Space is somewhat limited for free movement, due to the number of children present and large tables in one room. Nevertheless, babies are able to move around and are able to pull themselves up on furniture. Toddlers and older children can move between the two rooms. A broad variety of good quality resources, suitable for babies and young children, are easily accessible on the floor, or on low-level shelving. This promotes younger children's independence, encourages them to make their own choices and selections and freely explore the toys. Some resources, such as puzzles and games suitable for older or more able children, are on higher shelving, out of reach of all children. However, this does limit older children's access to resources which offer a greater, or a more suitable, level of challenge.

Children's transitions, from home to the childminder's care, are managed sensitively and gradually. Parents are invited to have trial sessions, and leave their children for increasing lengths of time, to enable the children to become familiar with the childminder, her co-workers, and the home. The childminder has a calm and gentle manner, which children respond well to. Babies and other children are relaxed and happy with the childminder and establish secure attachments with her. They clearly feel comfortable and secure, in her warm and attentive care, and remain confident and at ease when a visitor arrives at the home.

The childminder gets to know children well and knows babies' routines and preferences, enabling her to support their care accordingly. For example, babies snuggle comfortably with her as they fall asleep. Toddlers are appropriately supported as they learn how to

manage their behaviour and emotions. She offers clear explanations to them to help them understand the effect of their behaviour on others. The childminder's consistent approach and basic boundaries help children understand what is acceptable.

Children are beginning to learn about good hygiene, as it is promoted through reminders and regular routines, initiated by the childminder and her co-workers. For example, toddler's hands are washed before they are given their lunch and wet wipes are used for babies. A three week rotating menu of predominantly healthy foods is offered. Children are encouraged to try a variety of tastes and textures, for example, baked beans, fish fingers and carrot sticks for lunch. Children have regular access to drinks, ensuring they are well hydrated. Toddler's nappies are changed at routine times, and as required, ensuring children remain fresh and comfortable.

Children have some daily access to fresh air, exercise and daylight, as they play in the garden for a short period each afternoon. Older children increase their skills and confidence on ride-on toys and scooters and develop coordination as they throw, catch and kick balls. Occasionally, they also visit nearby play areas, where they can access an alternative variety of more challenging play equipment. Children are learning how to keep themselves safe, for example, road safety is practised on outings and they are encouraged to sit carefully on the chairs. Children are able to rest and sleep according to their individual needs. A travel cot and buggy are available upstairs for daytime sleep, enabling children to rest undisturbed.

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

At the time of the inspection, there are nine children present, all aged under four years. The childminder maintains at least the minimum adult to child ratios, together with her co-childminder and assistant. However, she does not have sufficient knowledge and understanding of the legal requirements, of the Statutory Framework for the Early Years Foundation Stage, and how to apply them to the setting. For example, it has not been ascertained whether there is sufficient play space, for the children cared for on different days, in order to meet their needs and comply with the legal requirements. The space proves to be adequate, although close to the limit, for the ages of the children present on the day of inspection. The childminder has not calculated space required for other days or taken into account how equipment is organised.

The childminder aspires, with her co-workers, to provide high quality care and learning experiences for young children. However, monitoring of the educational programmes is not rigorous enough to ensure they offer sufficient challenge and reflect the individual needs, interests and abilities of the children. Reflection on practice is very limited and no method of self-evaluation has been established, so the views of parents and children have not been sought. Consequently, areas requiring action or improvement have not been identified or addressed and plans for the future are limited. The childminder and her co-workers have not established links with any other childminders, or sought advice from local authority support staff, to share practice issues or enhance their practice.

Children are kept safe as the childminder is clear of her role and responsibility to protect them from harm. Potential hazards in the home are minimised, enabling children to play freely. The premises are kept secure and the emergency evacuation procedure is practised every two months, to promote children's safety. The childminder has attended first aid, safeguarding and food safety training, to help her promote children's welfare. Accident and medication records are maintained and parents' consents and signatures obtained, as required. Documentation is organised and readily available for inspection. The childminder has a folder containing written policies, which is shared with parents. Written parental consents are obtained, to ensure children are cared for according to their parents' wishes.

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. Parents receive verbal feedback when they collect their child and daily diaries are also maintained, offering an outline of the care aspects of each child's day. Written references, obtained from parents for the inspection, are very positive. Parents clearly value the setting's reliability and flexibility. They recognise the variety of fun activities and the safe and caring environment. Parents comment on how the childminders work with them to support their children's individual care needs, for example, weaning. One parent notes how the setting has helped their child with the transition into school nursery. Verbal links are maintained with other settings the children attend to promote continuity. For example, any 'wow' moments or achievements are discussed with a child's nursery.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY450329
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	880288
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<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, 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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