

Inspection date	12/06/2013
Previous inspection date	13/05/2010

The quality and standards of the early years provision	This inspection:	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 a sound knowledge of how children learn. She provides an appropriate range of interesting toys, equipment and activities that help children to make steady progress in their learning and development.
- Children quickly develop close relationships with the childminder. This supports them to feel safe, settled and secure in her care.
- The childminder establishes effective partnership working with the other early years settings that children attend. This means that children benefit from a shared understanding about their needs and a common approach to their learning.

It is not yet good because

- The assessment of children's learning and development is not fully effective because the childminder does not have clear arrangements for completing the required Early Years Foundation Stage progress check at age two.
- Self-evaluation lacks rigour. It is not thorough enough to enable the childminder to identify priorities for development and establish challenging targets to drive 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 children's activities in the lounge, playroom and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and some written policy documents.
- The inspector took account of views of parents by reading parent's responses to questionnaires and references letters.

Inspector

Sarah Clements

Full Report

Information about the setting

The childminder was registered in 2003. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a bungalow in Brandon, Suffolk. The whole of the property, with the exception of one bedroom, is used for childminding. Children also have access to the childminder's garden. The family has two dogs as pets.

The childminder attends a toddler group and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant early years qualification at level 2.

What the setting needs to do to improve further

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

- improve the assessment of children's learning and development, by completing the required Early Years Foundation Stage progress check at age two.

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

- use self-evaluation more effectively in order to identify strengths and weaknesses, and set challenging targets to improve the provision for children.

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop. This enables her to plan a suitable range of stimulating play experiences to promote children's concentration and interest in learning. She ensures that toys and equipment are organised appropriately to enable children to reach them easily, and to make choices and initiate their own play. For example, children actively sift through boxes set out on the carpet, picking out different items of imaginary food and dressing-up clothes, before using these to support their imaginative play. They develop a secure awareness of the uses of different types of technology equipment, including a small cash register and telephone

which they operate confidently in their role play situations. Children are keen to involve the childminder in their play, inviting her to take on the role of various characters in their favourite stories. The childminder takes time to engage with the children, asking suitable questions to encourage them to explain what happens next in the story. This helps to promote their developing use of communication and language, particularly their skills in speaking. The childminder is proactive in gathering key words in languages other than English. This ensures younger children who speak English as an additional language are supported to begin using their home languages in the setting from an early age. The childminder provides a sound range of tools and equipment to enable children to practise making marks and writing. For example, older children show increasing control as they colour in pictures of princesses and explain that they are trying hard to 'keep within the lines'. The childminder extends their learning appropriately as she helps them to attempt to write their own names. As a result, children develop appropriate literacy skills in preparation for school.

Children regularly play outdoors in the childminder's spacious garden. Here, they engage in an appropriate range of activities that enable them to practise their physical skills. They choose from a sound range of play equipment, including scooters and ride on cars which they pedal carefully to avoid obstacles. When children show a spontaneous interest in counting the number of wheels on their scooter, the childminder builds on this appropriately to extend their learning. She prompts them to count the number of wheels on the car, before challenging them to work out which vehicle has the most wheels. As a result, children's mathematical development is developing well. The childminder regularly observes the children's involvement in activities. She uses her observations reasonably well to assess children's level of achievement, interests and learning styles. From here, she is able to shape learning experiences for each child and ensure they are supported to move on in their learning. The childminder is aware of her responsibility to complete the required Early Years Foundation Stage progress check at age two and the importance of liaising with parents to compile these assessments. However, the childminder is not clear on how to go about completing these summative assessments to enable her to continue to plan suitable activities and initiate any necessary additional support to meet the children's needs.

Appropriate information is exchanged in discussion with parents on a daily basis. The childminder encourages parents to take their child's learning journey record home with them to read, ensuring they are kept well-informed of the activities their children engage in and their ongoing progress. Some parents are keen to contribute to these records which helps to promote stronger continuity in children's care, learning and development. For example, they provide photographs of their child and family to make the records more meaningful to children.

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

The childminder provides a welcoming environment where children's well-being is well-supported. Children enjoy spending time with the childminder because she takes time to get to know them and develops secure attachments with them. For example, the childminder meets with parents at the beginning to gather and record a wide range of

information about children's individual routines, likes and dislikes. Children, of all ages, settle very quickly and feel at ease in the childminder's care. They develop a secure sense of belonging as they share photographs of their family with the childminder, who shows interest by asking questions to find out more about family events.

Children's behaviour is positive, and supported in manner that is appropriate to their individual stages of development. For example, the childminder praises older children when they talk to her politely, and distracts younger children when they interrupt older children's games. Through regular interactions with others at toddler groups and other childminder's houses, children learn to share and gain confidence in larger groups. This means that children are developing positive attitudes and social skills that prepare them well for their transition into other early years settings and school.

Children have some opportunities to be independent in their everyday routines. For example, they attempt to open food packets for themselves and take their own plates to the sink. There are child-friendly posters displayed in the bathroom, helping to support children's independence in remembering to wash their hands at appropriate times. Children's health is supported further as the childminder encourages them to talk about eating healthy fruit and vegetables as part of their role play. Children are offered nutritious snacks and packed lunches, which are often provided by their parents. The childminder makes use of local facilities, such as, the park, to extend the options for outdoor play so that children benefit from adequate fresh air and exercise. The childminder gives appropriate priority to supporting children's awareness of their own and other's safety. For example, she talks to older children about the risk of younger children choking on small toys, and prompts them to consider the safest place to store these out of their reach.

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

The childminder demonstrates satisfactory understanding of the safeguarding and welfare requirements of Early Years Foundation Stage. She implements an appropriate range of policies and procedures to ensure children are safeguarded from harm. She has a sound understanding of the possible signs of abuse and neglect and has gathered all relevant contact details for the local child protection agencies. This means that the childminder is able to meet her duties to follow up any concerns about a child's welfare. The childminder carries out an effective assessment of risks each day to ensure children remain safe and secure in her home, garden and during outings. For example, she takes suitable steps to keep children safe around her family's pet dogs by sectioning off part of her garden where the dogs remain. In addition, the childminder is mindful to supervise children continually, ensuring they can move freely and safely around the home.

Overall, the childminder demonstrates a satisfactory capacity for continuous improvement. She is keen to attend training to ensure she has the skills, knowledge and understanding to meet children's needs. For example, she has maintained a valid paediatric first aid certificate to enable her to offer children appropriate care in the event of an accident or injury. The childminder seeks advice from other registered childminders and early years

practitioners, enabling her to review her arrangements for assessing children's progress and monitoring the educational programmes. Although the childminder is generally reflective in her approach, her self-evaluation is not fully embedded and the strengths or weaknesses of the provision are not routinely identified. This means that the targets for improvement are not particularly challenging and do not reflect a strong drive to improve the provision for children.

Partnerships working with parents is sound. The childminder has very recently started to gather the views of parents by issuing them with a questionnaire, and has some plans to use their feedback to identify areas for development. Parental feedback is positive and reflects gratitude for the care the childminder provides. The childminder has a clear understanding of the benefits of close partnership working with other early years settings and outside professionals to enhance learning opportunities for children. With prior agreement from parents, the childminder actively exchanges information about children's learning with the other early years settings they attend. This enables the childminder to offer children a complementary approach to their learning. For example, she introduces opportunities for children to find their names in print to self-register at her setting, emulating a child's experience at their pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 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	EY258877
Local authority	Suffolk
Inspection number	819778
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13/05/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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