

<b>Inspection date</b>	15/07/2013
Previous inspection date	20/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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 activities to support children's steady progress, including a wide range of outdoor equipment to promote their physical development.
- Children establish strong emotional attachments with the childminder. This helps them to settle well and to feel at ease in exploring the environment around them.
- Children are kept safe because the childminder takes time to carefully assess and minimise any risks in her home, garden and during any outings.

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

- The childminder does not use her observations effectively enough to identify the next steps in each child's learning and ensure they are fully supported to move forward in their learning and development.
- Self-evaluation lacks rigour. It does not include the views of parents and children to enable the childminder to effectively identify areas for improvement and continue to raise the quality of the provision for children.

## 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.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, the childminder's training certificates and some written policy documents.

## Inspector

Sarah Clements

## Full Report

### Information about the setting

The childminder was registered in 1986 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Ipswich, Suffolk. The ground floor of the property is used for childminding. Children also have access to the childminder's garden for outdoor play. The family has a pet dog.

The childminder visits the park and library on a regular basis. She collects children from local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 5pm, 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:

- use information from observation and assessment more effectively to identify the next steps in learning for individual children and ensure they experience a tailored approach to their learning.

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

- use self-evaluation more effectively, by taking into account the views of parents and children and using these 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 to support children's learning and development. She ensures that toys and equipment are organised appropriately to enable younger children to reach them easily and begin to initiate their own play. For example, children develop an early interest in reading as they help themselves to books from a low-level box. They turn the pages to point to familiar objects, such as, cars, apples and shoes. The childminder supports them to acquire appropriate skills in language and communication as she encourages them to articulate the names of the objects, repeating the words regularly to consolidate their learning. They also enjoy singing along to the familiar songs and rhymes they can hear in the background, often joining in with the

actions demonstrated by the childminder. As a result, children continue to progress steadily in their communication and language development, which prepares them appropriately for when they move on to school.

Children benefit from daily opportunities to play outdoors in the childminder's garden. They engage in a wide range of activities that enable them to practise their physical skills. They choose from a sound range of play equipment, including slides of different heights and a see-saw. The childminder extends children's physical development by setting them new challenges, such as learning to push along and balance on a scooter. She widens children's learning experiences through regular outings in the local neighbourhood. For example, a trip to the shop provides children with opportunities to meet other people in their community and to discover new fruit and vegetables to buy. The childminder takes time to engage with the children, asking suitable questions to support their thinking and problem solving skills. For example, she encourages children to count the beads as they move them across the rod and prompts their recognition of the different colours they can see. Children enjoy making marks and are beginning to explore their early writing skills. This is because the childminder provides a suitable range of writing tools and equipment, including a magnetic drawing board. While children scribe, the childminder encourages them to talk about their marks and to consider the different shapes and patterns they have created. As a result, they begin to write for different purposes and steadily develop their literacy skills in readiness for school.

Overall, the childminder has taken reasonable steps to improve her arrangements for assessing children's learning and development. She observes children's activities more regularly and notes their individual achievements, interests and learning styles. As a result, she has a basic understanding of how they are progressing and an adequate awareness of any gaps in their development. However, the childminder does not make full use of this information to enable her to clearly identify the next steps in each child's learning. Consequently, the educational programmes are not planned precisely enough to support individual children to make the best possible progress.

Appropriate information is exchanged in discussion with parents on a daily basis. Parents are encouraged to talk to the childminder about their child's changing interests and some of the learning they experience at home. This ensures children benefit from appropriate continuity in their care, learning and development, including when they first join the setting. The childminder encourages parents to look at their child's assessment record, ensuring they are kept suitably informed of the activities they engage in and their ongoing progress.

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

The childminder shows an interest in what children do and say and takes time to develop secure attachments with them. As a result, children enjoy spending time with the childminder and feel reassured that she is there to offer them support whenever they need it. The childminder establishes a sound understanding of children's needs from the beginning because she talks with parents to gather an appropriate range of information about children's individual routines, likes and dislikes. For example, she ensures younger

children sleep comfortably and according to their individual needs by emulating the sleeping routines they follow at home.

Children behave well in the setting and participate in activities that provide them with suitable opportunities to take turns and share resources with each other. Occasionally, they also attend local toddler groups with the childminder. This extends their interactions with others and helps them to develop appropriate social skills in preparation for their move into other early years settings and school. Children respond well to the childminder's use of praise and encouragement, which in turn builds their self-esteem. This also helps them to feel confident in attempting new things and exploring the environment around them. For example, children freely and confidently explore the different textures of paint, sand and dough and are keen to look closely at a snail for the first time. The childminder provides some opportunities for children to manage everyday tasks for themselves, such as finding their own shoes before going outside to play and accessing their own cup when they need a drink. As a result, children develop suitable skills in self-care.

Younger children are beginning to learn how to keep themselves safe as the childminder reminds them to take care as they play. For example, she gently discourages them from putting sand in their mouth and gives them clear guidance about using the mini trampoline in a safe manner. The childminder also teaches children appropriate road safety rules to make sure they learn to consider their safety when out and about. Children are supported to wash their hands before eating and after using the toilet. This means they develop a sound awareness of good personal hygiene and can ensure the spread of infection is minimised. They have appropriate opportunities to make healthy choices in their diet as they are provided with nutritious snacks, including fresh fruit and drinks of water. The childminder makes use of local facilities, such as the park, to extend the options for outdoor play, so that children benefit from increased amounts of fresh air and exercise.

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

The childminder demonstrates a clear 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. Since the last inspection she has completed relevant training in safeguarding children. This has enabled her to improve her understanding of how to follow up any concerns if she is worried a child is being abused or neglected. This means that children are well protected and their welfare is no longer compromised. 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 is mindful to ensure children can play safely by relocating her pet dog to a room inside when children choose to be outdoors.

Overall, the childminder demonstrates a satisfactory capacity for continuous improvement. She has worked hard to address the actions set at the last inspection, with particular focus on improving her knowledge of the learning and development requirements of the Early Years Foundation Stage. This means that the childminder can monitor the educational

programmes appropriately and ensure children continue to be offered a suitable range of interesting activities that promote their satisfactory progress. The childminder is proactive in seeking support from local authority advisors and other registered childminders, particularly in relation to observing and assessing children's learning. Although, this has increased the childminder's understanding of children's individual progress, the assessment arrangements are not fully embedded as the observations she gathers are not used to identify precise learning priorities for each child. The childminder is keen to attend training to ensure she has the skills, knowledge and understanding to meet children's needs. For example, she can provide children with appropriate care if they sustain an injury because she has developed sound knowledge of paediatric first aid after completing a relevant training course. The childminder has started to self-evaluate the quality of the provision more purposefully, enabling her to identify the setting's strengths and some weaknesses.

Overall, partnership working with parents is fostered reasonably well. This helps to ensure children experience suitable continuity in their care, learning and development. The childminder often asks parents if they are happy with the care their children receive, however, the opinions of parents and children are not used to inform her overall self-evaluation. Without this information, the childminder does not receive their insight when evaluating the service, in order to prioritise the most appropriate improvements to the provision for children. The childminder is aware of the benefits of sharing information with other early years providers and outside professionals, in order to promote consistency for children across the different setting's they attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	250878
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	909020
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/12/2012
<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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