

Inspection date	25/06/2013
Previous inspection date	29/10/2008

The quality and standards of the early years provision	This inspection:	4
	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		4
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 childminder has insufficient knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage: she has not informed Ofsted of changes in the household, or who has regular contact with children, therefore, children may not be fully protected.
- Documentation showing the names of children being cared for and hours of attendance for them, and the assistants present is not consistently kept up-to-date. Therefore, the childminder is unable to demonstrate how ratios are met at all times and how children's safety is maintained.
- The childminder has not fully maximised opportunities to work in partnership with parents with regard to their children's learning and development.
- There are fewer opportunities for children to make decisions and independent choices at mealtimes.

It has the following strengths

- Children have formed secure attachments to the childminder as she has taken time to get to know them and their family. Children are happy and settle quickly as the childminder offers a range of quality resources within a child friendly environment.

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 in the indoor and outdoor learning environments, and toured the premises.
- The inspector held discussions with the childminder and her assistants.
- The inspector viewed a sample of the children's development records.
- The inspector viewed evidence of qualifications of the childminder, risk assessments, policies and procedures and other documentation in relation to health and safety checks.
- The inspector spoke with parents at the inspection and took account of their views.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Ipswich, Suffolk and works with an assistant. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a toddler group and visits the beach and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 25 children on roll, 15 of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- provide accurate daily records of the children being cared for on the premises; their hours of attendance and assistants present. Make detailed and accurate records of when assistants are delivering and collecting children from school
- develop opportunities further for working in partnerships with parents in order for them to be involved with their child's progress, development and next steps in learning.

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

- provide opportunities for children to make choices and develop their independence at mealtimes. For example, laying the table, pouring their own drinks and serving their own food.

Inspection judgements

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

Children make steady progress as the childminder has a sound understanding of how children learn and develop and appropriately supports their learning. The childminder is

aware that each child learns differently and gives consideration to children's learning styles. The childminder provides a wide variety of good quality resources within a bright playroom. These stimulate children's ideas and interest. For example, children use the books well. These are attractively presented and are easily accessible. Children enjoy sitting quietly looking at the books and also happily join in a group story time with the childminder in the garden. Toys are organised within boxes on low-level shelving. Photos display the contents and, therefore, children can select toys for themselves and initiate their own play.

The childminder and her assistant interact sensitively with children to extend their learning. For example, they are skilful in posing questions to prompt children's thinking and language. Children are asked to consider the best way to climb a slide when others are using it. Children's physical skills are supported well as they learn to climb, ride and balance using the outdoor equipment. Early writing skills are supported as children use large chunky chalks outdoors to make marks. They have access to paper and pencils and enjoy drawing pictures. Children make patterns with their hands in the sand and have great fun painting with water outdoors. Children have opportunities to express their creativity as they enjoy using glitter paints. They sit and concentrate on their paintings, some prefer to use their hands and comment on the feel of the paint. Children excitedly tell the childminder about their pictures and the smiley faces they have painted. Children are praised for their efforts.

Young children are enthusiastic learners as the childminder ensures they are happy and settled within the home. They confidently move around and lead their own learning and there is a reasonable balance of child-led and adult-led activities. For example, visits are planned to help develop children's physical and social skills, and understanding of the world. They regularly visit a soft play area where they have fun, climb and learn to take safe risks, supported by the childminder. They visit the local beach to play on the sand and collect shells and pebbles.

The childminder completes a summary of children's progress and uses these observations to plan for their next steps and skills needed for future learning. The childminder uses the guidance document Development Matters in the Early Years Foundation Stage to help her with this. The childminder has established friendly and supportive relationships with the parents and encourages parent's involvement in their children's learning. However, this is not consistent. Initial information from parents to establish children's prior skills and abilities is in place as they complete an 'all about me' document. However, ongoing opportunities for parents to share what they know about their child and their learning at home, has not yet been fully established. This means children's learning is not consistently supported. Children's developmental progress is shared if required, with any other setting a child may attend, who along with the parents are invited to comment, resulting in a consistent approach to supporting children's future learning. The childminder is aware of her responsibility to complete a summary profile for children aged two and has information and documentation in place. The overall inadequate judgement has not had an impact on the children's learning and development.

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

The childminder does not have a secure knowledge of the safeguarding and welfare requirements within the Statutory Framework for the Early Years Foundation Stage, therefore, children's well-being is compromised. The childminder is not aware of her responsibility to notify Ofsted of changes, such as persons residing in the house or who have regular contact with the children, such as assistants. This means not all adults have completed suitability checks and is an offence.

The childminder takes time in getting to know the children and their family, therefore, children have formed secure attachments with her. Children are happy and confidently move around the home. A supportive settling-in process means there is a smooth transition from home to her care. Children behave well and have good manners as the childminder reminds them of what is acceptable, they are kind to one another and are keen to help. Children learn to keep themselves safe. For example, they are reminded not to run indoors as they may hurt themselves or their friends.

Children's understanding of staying healthy is promoted through conversation and daily routines. For example, they know to wash hands before meals. They use the hand sanitizer without prompting if they stroke the dog. Children are offered healthy and nutritious meals that are cooked fresh daily. However, drinks are poured for them, which means their independence skills, decision making and choices are not fully supported at this time. Tables are laid ready and meals are served onto their plates without consultation. Children independently use the bathroom to manage their own personal needs; however, the childminder is on hand if support is required. Children receive fresh air and exercise daily as they use the garden throughout the day or walk to school.

Children use a large playroom, conservatory and garden. Wall displays exhibit their work and children store personal belongings and artwork to take home in their own dedicated drawer. This creates a sense of belonging and children feel welcome. The childminder has established positive working relationships with parents who are welcomed into the home. Information is shared about their child's day. The childminder also discusses with parents the arrangements for children's next steps in development in preparation for them attending school or pre-school.

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

The inspection took place following a concern raised that the childminder was operating as childcare on domestic premises and using assistants that have not completed suitability checks. It was found that suitability checks had not been carried out on all assistants which is an offence. This means children's well-being is compromised. The childminder works with assistants during the day. However, the childminder is unable to demonstrate how ratios are met, at all times, and in particular, when delivering and collecting children from school. This is because she does not consistently record the hours of attendance of

assistants or children to clearly demonstrate that sufficient adults are present to meet the required adult to child ratios when delivering and collecting children from school. This also compromises children's safety.

The childminder does understand her responsibility with regard to child protection as she has attended safeguarding training. The childminder does show a commitment to developing her knowledge and further training has been secured. She encourages and supports her assistants in their own professional development to ensure children are cared for by a motivated team.

The childminder uses a self-evaluation process to monitor the provision offered to children. The childminder is very supportive of the parents needs and takes into account their comments to ensure continuous improvement of the service she provides. The childminder is reflective with regard to the learning and development opportunities presented to children. Areas for improvement have been identified. For example, the process for recording children's progress and the organisation of documents.

The childminder has established working relationships with the local schools. Information is shared regarding the child's day to ensure parents are informed, and continuity of care is provided for the children. Parents speak very highly of the childminder. They comment on her friendly and welcoming approach and how easily their children settle.

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:

- inform Ofsted of any significant changes; such as, the name, date of birth, address and telephone number of any person working with children and living at the premises (compulsory part of the Childcare Register)
- inform Ofsted of any significant changes; such as, the name, date of birth, address and telephone number of any person working with children and living at the premises (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

Unique reference number	EY373713
Local authority	Suffolk
Inspection number	924468
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	29/10/2008
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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