

<b>Inspection date</b>	30/07/2013
Previous inspection date	21/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children make choices from a good range of accessible resources both indoors and out and experience a variety of play activities in the many places in the community that they visit.
- The childminder builds strong, trusting relationships with the children and their parents, enabling children to feel safe, confident and settle well.
- The childminder gives priority to the safety of children and they know and comply with safety and care routines.

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

- Partnerships with parents and with other settings that the children attend are not effective to ensure that information is shared and children receive a consistent approach to their learning and development.
- Identified next steps in the children's learning and development are not consistently planned for, therefore, children's learning is not always being sufficiently challenged or extended.
- The childminder does not use self-evaluation effectively to identify clear future targets for development and does not fully embrace and act upon previous actions and recommendations to improve her practice.
- The environment and resources do not sufficiently reflect the cultural and linguistic identity of the wider community or the children who attend.

## 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 childminder's home and garden.
- The inspector made a tour of the premises, including the outdoor area.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection and of information included in the self-evaluation documents.

## Inspector

Moir Oliver

## **Full Report**

### **Information about the setting**

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Ipswich and uses the whole of the ground floor and the rear garden for childminding. The family has a pet dog.

The childminder attends local toddler groups, a childminder group and the local children's centre. She visits the local shops and parks on a regular basis and collects children from the local schools and pre-schools. The childminder supports children who are bilingual and who speak English as an additional language.

There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round from 7.30am to 5.30pm Monday to Friday except for family holidays.

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

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

- ensure a regular two-way flow of information with parents and other settings the children attend to ensure that children make good progress and receive a consistent approach to their learning.

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

- ensure identified next steps in children's learning are consistently planned for to ensure they receive sufficient challenge and their learning is extended
- improve monitoring and self-evaluation to identify future targets for development and to fully embrace and act upon previous identified weaknesses in practice
- ensure that the learning environment and resources positively reflect the wider community including children's cultural and linguistic identity and experiences in order to respect and promote the uniqueness of all children.

## Inspection judgements

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

The childminder provides a wide range of resources that are invitingly presented in low-level storage units that the children access independently. The environment is bright and colourful with many posters and pictures displayed of animals, nature, numbers and letters. Older children are interested in the solar system and refer to the poster to name some planets. They enjoy their time at the childminder's and take part in many outings and visits to places in the community. For example, during term time they attend several toddler groups and in the holidays they meet with other childminders and their children and go to parks, woodland, the beach and indoor play areas. They have lots of opportunities to socialise and cooperate with others in group settings, preparing them for their move onto pre-school or school.

Children access the play kitchen and shop items and role play going shopping as they sell the play food to each other. They use stickers and pencils to make cards for friends and family and proudly show their work to the childminder. She talks to them about their pictures and uses some appropriate questioning to encourage them to describe their work and she praises their efforts in writing. The childminder encourages communication and language with all children including the babies as she interacts with them smiling and singing. They delight in listening to musical toys and play peek-a-boo behind their bib.

The childminder observes and assesses children's play and makes sure she provides resources that interest the children and extend their learning. For example, favourite items are placed just out of the babies' reach to encourage them to reach or roll to grab them. Some of the observations and assessments are recorded and next steps in the children's learning and development are identified. However, these are not consistently planned for to ensure children always receive sufficient challenge and make good progress. For example, the childminder has not made tyres, milk crates and logs available for children to experience building with a range of materials. Parents talk to the childminder about their children's interests and care needs when they first start. However, they are not actively encouraged to provide the childminder with information about their child's development and what they can already do when they start to build a clear picture of their starting points and to show progression. The childminder works with parents and they chat daily sharing information about the children and what they have taken part in each day. However, the childminder does not consistently give precise and accurate feedback to parents about their children's development or provide them with ideas to support children's learning at home.

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

The children are happy, content and settle well. They confidently access the outdoors and the resources in the conservatory. Babies have their emotional and care needs met well. The settling-in process supports them to build close attachments and to feel safe and secure, ensuring smooth transitions from home to the settling. Strong relationships are

built between the childminder and the children; they involve her in their play and enjoy cuddles and sharing books. The childminder closely follows the children's home routines for sleeping, eating and playing and discusses changes with parents as the children grow and their routines evolve. Children build strong friendships with their peers and older children show care and kindness to the babies.

The childminder has a positive attitude and provides some resources to promote diversity. For example, dolls from places in the world she has visited and some books. However, resources do not sufficiently reflect the cultural and linguistic identity of the wider community, or the children who attend, to ensure diversity and difference is fully understood and valued.

The childminder uses effective strategies to support children to understand boundaries and simple house rules. For example, they learn to take turns, to share and to be kind to each other. She uses age-appropriate explanations to remind them of acceptable behaviour. Children are encouraged to develop an awareness of keeping safe as they learn about road safety when out and know to stay together as a group. The toys and resources are well maintained and large play equipment in the garden is safe and secure. The childminder carries out risk assessments on her home and for outings to ensure hazards are minimised and children have safe places to play.

Children are developing an understanding of keeping healthy as they have daily opportunities for fresh air and exercise. They develop physical skills in the garden and in parks and play areas where they climb, balance, run and jump. Parents provide snacks and meals for their children and the childminder provides regular drinks throughout the day to ensure they are hydrated.

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

The childminder understands her roles and responsibilities in keeping children safe from abuse and neglect. She has attended training in safeguarding, which provides her with the confidence and ability to follow appropriate procedures when necessary to ensure children are protected. The childminder has a set of policies and procedures, which have been recently updated to ensure they meet requirements and fully support her practice. The premises are safe and secure; children cannot leave unattended and unauthorised persons cannot gain access. The childminder ensures that children are supervised at all times and regularly checks on sleeping babies. She has a suitable understanding of the safeguarding and well-being requirements of the Statutory framework for the Early Years Foundation Stage and ensures that she works within her ratios at all times.

The childminder has an understanding of the learning and development requirements and children make satisfactory progress. She works closely with other childminders and they share good practice ideas and provide support for each other. The childminder has begun to address the action and recommendations from her previous report, however, progress is slow and shows some gaps in her understanding. For example, she does not fully understand the benefits of bilingualism and the role and identity of language and culture.

The childminder has begun to record her self-evaluation, however, her monitoring is not fully effective as it does not accurately identify all weaknesses or provide clear targets for improvement.

The childminder builds close relationships with the parents and they speak well of her. They like the range of activities and play experiences their children take part in and that their children spend a lot of time in the outdoors. The childminder has built links with the local schools and pre-schools over the years and knows some of the staff. Several children attend other early years settings and the childminder passes messages on from parents or the staff when she collects or drops off the children. However, she has not considered sharing information about the children's learning and development with them to provide a consistent approach and to support children to develop to their full potential.

### **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

<b>Unique reference number</b>	250685
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	928976
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/11/2012
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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