

## **Inspection date**

23/08/2013

Previous inspection date

01/02/2010

## **The quality and standards of the early years provision**

**This inspection:**

3

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 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**

- Good relationships with parents help children feel safe and secure. Information is shared verbally, on a daily basis, keeping parents up-to-date with what their children have done.
- Children's welfare needs are adequately met. Nappies are changed promptly and children are quickly cuddled and comforted if they are upset.
- Children enjoy an appropriate range of activities in a calm and peaceful atmosphere. This helps to promote learning, and supports children's satisfactory progress towards the early learning goals.

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

- Parents are not provided with regular, consistent guidance on how they can promote learning at home. As a result, children miss out on further opportunities to support their development.
- Children's transitions between the childminder and other childcare settings are not fully supported as the childminder has not yet established strong relationships with other providers of the Early Years Foundation Stage.
- Self-evaluation is not sufficiently rigorous or challenging. The views of parents and children are not included. As a result, plans to bring about improvements are not secure and lack ambition.

## 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 the childminder and her co-minder interacting with children.
- The inspector reviewed documentation, including self-evaluation and training certificates.
- The inspector spoke to parents and/or carers to seek their views of the service.
- The inspector spoke to children and reviewed evidence of progress in their learning records.

## Inspector

Jenny Howell

## Full Report

### Information about the setting

The childminder has been registered since 2009. She lives with her parents in Lowestoft, Suffolk. She works with her mother, who is also a registered childminder and her father who is registered as an assistant. Both childminders share equal responsibility for running the childminding business. The whole house, with the exception of one bedroom, is used for childminding. There is an enclosed garden for outdoor play and bathroom facilities are upstairs. The family has pet cats, guinea pigs and a hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 12 children in the early years age range on roll, and a further 12 children over the age of five years. The childminder collects children from local schools and pre-schools. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

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

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

- provide regular and consistent information to support all parents in guiding their child's learning and development at home.

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

- improve self-evaluation to include the views of parents and children and to promote careful monitoring and self-challenge which will ensure a quality learning experience for children that continually improves
- improve relationships with other providers of the Early Years Foundation Stage to fully support children in making a smooth transition between one childcare provider and another.

## Inspection judgements

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

Children have their needs met and make appropriate progress in-line with their ages and stages of development. The childminder, and her co-minder, get to know each child well. As a result, they provide activities and resources which meet children's interests and are developmentally appropriate. Learning records for each child include photographic and written observations of what children have done. This helps the childminder monitor children's individual progress in all areas of learning as well as plan for future learning opportunities. Planning is carried out by daily discussion between the childminder and her co-minder. This helps them to be flexible in meeting children's changing needs. It also ensures that children gain a suitable range of skills in readiness for their eventual move to school.

Children's learning records are shared with parents regularly and they are encouraged to contribute their comments about achievements at home. When provided, these are also included in individual learning records. However, the exchange of information with parents does not consistently include guidance and encouragement on ways they can support learning at home, to ensure that children get well-targeted and consistent support in their all-round development.

Children have free access to all areas of the ground floor and the garden. Most toys are stored so that children can see and access them independently, while others are quickly set out by the childminder when children ask for them. Children can move freely between indoors and outdoors and this helps them to extend their learning. For example when children tire of playing skittles in the hallway, they take the ball outside to throw and catch.

Adult interactions satisfactorily support children's learning. The childminder and her co-minder talk to children at their level, encouraging them in what they are doing. A young toddler learns number names as they count down together for a rocket blast off, while an older toddler is encouraged to recognise and name the numerals displayed in the kitchen. All children receive praise for their efforts, helping to develop their self-esteem.

Children develop confident communication skills. They follow age-appropriate instructions, for example to help set up for snack time. Older children talk in detail about events at home and improve their vocabulary as they learn the names of different plants and insects in the garden.

Children have daily opportunities to interact with others, of varying ages. This helps them to develop their social skills and to form positive relationships with others. Children rarely disagree, but when they do the childminder intervenes, negotiating turn taking or encouraging consideration towards the feelings of others. As a result, the learning environment is usually calm and peaceful.

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

The childminder and her co-minder share the care of all children equally. As a result, children enjoy settled relationships with both adults which satisfactorily promotes their emotional well-being. Children are able to settle in over a period of time which suits them

and their parents, helping to make the transition between home and the childminder's care as reassuring as possible.

The childminder ensures that she is aware of children's individual needs, including any dietary or medical requirements. Both her and her co-minder have completed training in first aid so they can respond appropriately in the event of an accident. They are both attentive to children's needs. They change nappies promptly whenever needed and are alert to signs of tiredness in babies and children who nap during the day.

Snacks and meals are provided regularly throughout the day. Children enjoying choosing from a variety of fresh fruit at snack time, helping them learn about healthy eating. They have free access to their own beakers throughout the day, helping to promote independence and health, especially during hot weather. Children learn about good hygiene. They discuss the reasons for washing their hands, for example after handling the guinea pig and older children are encouraged to be independent in their self-care.

Children exercise on a daily basis, climbing and sliding in the garden, or walking to school or the park regularly. They also learn how to keep themselves and others safe, by waiting their turn on the slide or finding a safe place to cross the road. Walks to school are also used to prepare children who are yet to start school. They are able to become familiar with the environment and the childminder points out new teachers and friends to them, helping to reduce any anxiety as they come to make the transition to school.

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

The inspection took place following a concern that her co-minder was left alone with six children in the early years age range. The childminder confirms that this incident happened for a short period of time on one occasion. Following this incident the childminder has reviewed her emergency procedures and identified the action she will take to ensure that the correct ratios are always maintained, including in unforeseen circumstances. The childminder takes equal responsibility for all aspects of practice with her co-minder. Self-evaluation of the service they provide has been completed together. However, this is not sufficiently robust. It does not include the views of parents and children, or set challenging, yet achievable targets, in order to drive continuous improvement.

Both the childminder and her co-minder attend appropriate training, including first aid and safeguarding. This helps them to protect children and keep them safe. Regular risk assessments of the home, and of trips and outings, ensure potential hazards are identified and removed or minimised. Safety equipment, such as a stair gate and baby monitor helps the childminder to protect children.

The childminder is aware of her duty to support children's learning and development and to ensure they make suitable progress towards the early learning goals. This includes completing a progress check at the age of two, which is then shared with parents and health visitors in order to ensure early developmental milestones are being reached and to

access any professional services, such as speech therapy, if required.

The childminder has positive relationships with parents and carers. She shares information verbally on a daily basis and is in communication via text and telephone whenever needed. The childminder is in the process of developing relationships with other providers of the Early Years Foundation Stage. However, these are not yet sufficiently developed to fully support a smooth transition for children, between childcare settings. The childminder does however, meet with, and share all relevant information with future class teachers to support children's smooth transition into school.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY398869
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	928439
<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>	24
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2010
<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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