

Inspection date	29/10/2013
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 develops warm and caring relationships with children, sensitively supporting them with the transition into her home. Consequently, children are happy and settled and gain confidence in her care.
- The childminder understands her role and responsibility with regard to safeguarding children, to protect them from harm.
- Positive and trusting partnerships are established with parents, and regular communication is encouraged, which supports children's welfare and continuity of care.

It is not yet good because

- Information gathered through observation and assessment is not always effectively used to plan activities matched to children's individual needs, to ensure they receive sufficient ongoing challenge or support, to enable them to make good progress.
- The childminder does not sufficiently involve all parents in their child's progress by sharing written development records with them. Links are not established with other settings children attend to provide continuity of approach.
- Self-evaluation is not systematic and lacks rigour. Consequently, areas for improvement are not promptly identified or addressed, for example, promoting children's understanding of good health and hygiene habits.

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 kitchen, lounge and garden and interacted with the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's learning journey development records, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of one parent spoken to on the day and references written by parents for the inspection.

Inspector

Hazel Meadows

Full Report

Information about the setting

The childminder was registered in 2001 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 Woodbridge, Suffolk. The lounge and kitchen are used for childminding and a bedroom is available for daytime sleeping. The paved and grassed garden is available for outdoor play. The family has a pet rabbit. The childminder occasionally visits the local shops and parks with the children. She takes and collects children to and from local schools.

There are currently eight children on roll. Four children are in the early years age group and attend on a part-time basis for a variety of sessions. There are also four school-aged children who attend before and after school and during some school holidays. The childminder offers care all year round, from 7am to 7pm Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder is a member of the 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:

- use observations and assessments more purposefully to inform planning and guide teaching, so that children are taught through a mix of adult-led and child-initiated activities that are fully matched to their individual learning needs, in order to offer them sufficient ongoing challenge and additional support when required
- establish secure links with other settings children attend and involve parents in their child's progress towards the early learning goals, for example, by sharing any learning journals maintained. Ensure the written progress check aged two is shared with those parents who have children of that age.

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

- improve children's understanding of good hygiene and healthy eating by teaching and reinforcing good hygiene habits and by providing and promoting healthy and nutritious snacks and meals
- improve the rigour of self-evaluation to effectively identify and promptly rectify any areas requiring improvement.

Inspection judgements

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

When children start with her, the childminder establishes their capabilities and starting points by talking to their parents and through her own observations. In recent months she has begun to record observations of the children in a learning journal development record for each child. However, observations are not always assessed purposefully to plan for children's individual learning needs. Possible lines of development are recorded, however, these are somewhat general and do not address specific areas where a child may require additional support or challenge, for example, with communication and language development. Consequently, gaps in children's learning are not always closing quickly enough. Nevertheless, children are making progress and gaining the basic skills they need for school and the next stage in their learning. The required progress checks are completed for children aged between two and three years, are discussed with parents and offer an accurate summary of children's development in each area of learning. However, these development records have not been shown to parents, to keep them fully informed about their child's progress. In addition, parents have not been invited to contribute their own observations about their children's learning and development at home, so that there is a shared understanding between the childminder and parents about all of a child's achievements.

The childminder has a generally sound understanding of child development and how young children learn. Through her care practices she offers children a range of activities, both at home and on outings to local children's centres, which cover all of the areas of learning. Children mostly play freely and independently, selecting from the readily available resources in the home. Occasional activities are initiated by the childminder, for example, colouring and using stencils. However, these type of activities lack secure planning and so teaching is not always precisely matched to children's individual needs in order to fully support their learning. As a result, there is scope to improve the balance of adult-initiated and planned activities to more effectively target and focus on areas where children may require more support or challenge, in order to minimise any shortfall in their learning.

Older children concentrate well as they use stencils and pencils, developing their manipulative skills. Children are confident and happily communicate with a visitor to the home. The childminder talks with the children about what they are doing and is mostly attentive and responsive to their conversations, although opportunities are sometimes missed to extend their language and vocabulary. A variety of action toys and puzzles encourage children to explore and solve problems. Children have access to some creative media, such as play dough and sticking and this is supplemented by craft opportunities at local toddler groups. Children's physical skills and competence are developing as they learn to manoeuvre ride on toys with increasing confidence and control.

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

The childminder sensitively supports children with their transition from home into her care. Discussions with parents plus her own observations, help the childminder get to know each child's likes, dislikes and routines and support them according to their individual needs and preferences. Consequently, children settle well in the comfortable home-from-home environment. They are happy in her care and develop positive and trusting bonds with her, which supports their emotional well-being. Children are confident and soon become comfortable with a visitor to the childminder's home.

A plentiful selection of toys and resources are readily available. Toys are easily accessible on the floor, and in low-level storage, enabling young children to make their own choices. Children move freely between the lounge and kitchen and play in the garden, where they have access to a range of ride-on toys. Young children are beginning to develop an understanding of risk and how to keep themselves safe. For example, the childminder reminds them they can stand on the scooters but not to climb on the ride-on toys, in case they fall. The childminder supplements the toys and activities she has at home by visiting local parks and toddler groups. During these visits children begin to mix with a greater number of children, which broadens their social experience and supports their future transitions onto nursery and eventually school.

Children are generally well behaved and understand some acceptable behaviour through regular routines and boundaries. For example, they know to take off their shoes indoors and independently put used tissues and rubbish in the bin. However, good hygiene habits are not consistently reinforced and taught by the childminder. For example, she reminds children to wash their hands before lunch but not prior to snacks or after toileting. Young children are beginning to manage their own personal needs without prompting. For example, a recently toilet-trained child regularly and independently accesses the toilet. However, when he does not remember to wash his hands, he is not helped or reminded to do so by the childminder.

Parents mostly provide children's packed lunches and snacks. The childminder provides some snacks and light lunches, for example, biscuits, chicken nuggets and beans. However, she rarely offers children fresh fruit and vegetables and healthy eating is not routinely promoted and taught, to encourage children's understanding and preference for healthy options. Children have opportunities for fresh air and exercise in the garden or at local parks. They are able to sleep and rest according to their individual needs. For example, babies sleep in a travel cot in a separate room, enabling them to rest undisturbed.

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

The childminder has worked hard since her last inspection to make considerable improvements to her practice. She has received support from local authority staff and has demonstrated a positive attitude and dedication towards improvement. She has gained a satisfactory understanding of the learning and development requirements of the Early

Years Foundation Stage and has implemented a method of recording children's progress towards the early learning goals. There is some monitoring of planning and assessment, however, this is not rigorous enough to ensure activities are fully matched to children's individual needs. Recent improvements have been focused on the actions and recommendations from the last inspection. However, as there is not an ongoing, systematic method of self-evaluation, and so other areas requiring improvement are not identified or addressed, for example, the secure promotion of children's health and hygiene.

The childminder has a sound understanding of her responsibility to keep children safe from harm. She has attended safeguarding training and has written procedures to refer to, should she have concerns about a child. The childminder has a written safeguarding policy and informs parents not to use cameras or mobile telephones on her premises via a written addition on their contracts. She undertakes effective risk assessments of her premises, enabling children to play freely and safely. The childminder has practised an emergency evacuation procedure with the children, to ensure it works effectively and that children become familiar with the process without being fearful.

Documentation is organised and readily available for inspection. The childminder has obtained written policies to support her practice. These are made available to parents in a folder, which also contains her training certificates. The childminder develops positive and trusting partnerships with parents. She promotes regular verbal communication with them, to ensure children's individual care needs are met and to promote their welfare. However, the sharing of information about children's learning, development and achievements are less secure and this hinders the childminder and parents from working together to consider ways for helping children to make the best possible progress. A conversation with a parent and written references, obtained from parents for the inspection, are very positive. Parents clearly value the childminder's reliability and flexibility. They state their children settle well, have grown in confidence and enjoy being in her care. Parents comment positively on the range of activities available for their children. The childminder has not established partnerships with other settings the children attend. Therefore, information sharing, and continuity of approach regarding children's welfare, and learning and development, is not fully supported.

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

Unique reference number	250766
Local authority	Suffolk
Inspection number	902668
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10/01/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

