

<b>Inspection date</b>	18/11/2013
Previous inspection date	09/09/2010

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

#### **This provision requires improvement**

- Children are happy and settled in the childminding setting. They have close emotional attachments to the childminder and develop a good sense of belonging.
- Partnerships with parents are successful, friendly and trusting. The childminder is committed to working together with them to ensure continuity of care and learning for children.
- The childminder understands how children learn and evaluates her observations of children as they play effectively, to track their developmental progress across the areas of learning.

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

- The childminder does not have a policy or procedure for the use of mobile phones or cameras in her setting. Therefore, this information is not shared with the childminder's assistant, parents, or visitors, to effectively safeguard the welfare of children.
- The childminder has inconsistent routines to promote children's health needs. This means that soiled nappies are not always changed in a timely manner and children do not learn about the importance of washing their hands before eating.
- Children's communication and language development is not effectively supported, to help children speak clearly and become successful communicators.

## 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 lounge.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults working with children and household members.
- The inspector looked at records of children's learning and a selection of policies and records.
- The inspector looked at written testimonials from parents.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged four years in a house in Ipswich, Suffolk. The whole of the property, except the main bedroom on the first floor and the rear garden is used for childminding. There is an enclosed garden for outdoor play. The family has a cat and fish as pets.

The childminder works with an assistant. She attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, 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:

- implement a policy for the use of mobile phones and cameras in the setting and ensure that the policy is shared with parents
- guide children's communication and language development, to help them express themselves clearly; with particular regard to encouraging children to remove their dummy during play activities and when speaking.

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

- improve how children's health needs are met, with regard to helping children learn about the importance of hand washing before eating and ensuring that soiled nappies are changed in a timely manner.

## Inspection judgements

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

The childminder knows the children well and talks confidently about their individual routines, likes and dislikes. She keeps records of children's learning and these give a insight of their time with the childminder. She uses her observations of children, to accurately identify the next steps in their learning and track their progress, to ensure that children are making balanced progress across the areas of learning and have the key skills

needed for the next stage in their learning. Activities are planned to take into account children's interests and move them on in their learning. Children are taken on regular outings to local toddler groups, where they make new friends, have opportunities to be active and extend their physical development. Children continue to develop physical skills in the childminding setting. They build towers using foam bricks, carefully placing one brick on top of another. They count as they stack them and laugh as they knock them down before starting again.

The childminder is aware of the importance of the progress checks for children aged two-years-old. She carries these out and shares her findings with parents. As a result, any concerns about children's learning and development at this age are quickly identified and managed. The childminder successfully engages parents in their children's development and learning, in the childminding setting and at home. Parents value that children are encouraged to borrow a book from the childminder's home library each week. Parents are supported to concentrate on certain educational elements from the book, for example, days of the week or colour. They report that they find this beneficial to them to support their children's learning. The childminder keeps parents informed about what their children have been doing at the childminding setting, through sharing the observation records with them. She regularly provides parents with a selection of photographs of their children participating in activities in the childminding setting.

Children's language skills are promoted satisfactorily as they have lots of opportunities to hear conversation and the childminder talks to them about what they are doing. The childminder responds well to the babbles and gestures of younger children and uses sounds in play, such as saying 'brrrm' when pushing the small-world wheeled toys across the table. She values children's attempts at words, congratulating them on their efforts and repeating words back so that they can hear them said correctly. However, the childminder does not encourage younger children to remove their dummy before speaking and this hinders the development of clear speech. Older children develop satisfactory communication and language skills and talk confidently to adults, taking turns in conversation and listening to the responses of others. Children enjoy action songs and rhymes. Older children confidently follow the actions and attempt to join in with the words. Younger children watch with interest, smiling and clapping as the song ends.

The quality of teaching is satisfactory and the childminder responds well to children's interests. She supports them in their self-chosen activities and younger children explore the environment, confident that the childminder is nearby. The childminder recognises that the interest of younger children lasts for short periods of time. When they tire of an activity and move away from it she quickly suggests an alternative activity. For example, she suggests songs and rhymes when children tire of playing with the small-world cars. Children are encouraged to express their own preferences and interests and are supported by the childminder to participate and their decision to opt out is respected. As a result, even very young children play confidently with the toys and resources.

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

Children are developing good emotional attachments to the childminder because she supports their transition to being in the childminding setting. As a result, children are happy and settled, confidently going to the childminder for a hug. They are supported well, to develop the necessary skills which helps them embrace new experiences with confidence. Toys and resources are generally stored well to enable children to choose what they want to play with, promoting their independence.

Children's behaviour is managed satisfactorily. Unwanted behaviour is managed using strategies agreed with parents and the childminder works in partnership with them to manage behaviour concerns. The childminder provides clear guidance to children about what is acceptable behaviour. They are encouraged to share and take turns with popular resources. Good behaviour and individual efforts are valued and praised. As a result, children develop an understanding of right and wrong and what is acceptable behaviour. They learn to play harmoniously together.

Children's care needs are managed satisfactorily. Their dietary needs are met jointly with parents, as they provide some meals and snacks for their children. The childminder is happy to provide lunch for children on request. Healthy eating is promoted satisfactorily, with fresh fruit and biscuits being offered at snack time. However, inconsistent routines for promoting children's self-care means that they do not learn about the importance of washing their hands before eating. Children's nappies are changed at set times throughout the day, but are not always checked and changed in a timely manner when they are soiled. Children have daily opportunities to be outdoors. They are taken on outings to local toddler groups, where they can be active and play outdoors. The childminder talks to children about road safety when they are on outings and regular routines, such as practising the emergency evacuation procedure, helps ensure that children know what to do to keep themselves safe.

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

The childminder understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a good awareness of the signs and symptoms of abuse. She knows what to do if she is concerned and is confident to seek advice. Most policies and procedures, necessary for the safe and efficient running of the childminding setting are in place. These are shared with parents, to enable them to make informed choices about their children's care. However, the childminder has not considered the risks to children's safety if mobile phones or cameras are used in her setting. Therefore, her arrangements for the use of mobile phones and cameras are not discussed with her assistant, parents or visitors. The childminder ensures that her premises are safe for children to play. Hazards are identified and steps are taken to limit risks. For example, the childminder is currently having a new kitchen installed. A safety gate restricts access to the kitchen and children are supervised at all times.

The childminder is committed to her own professional development and has attended relevant training workshops, to improve her childcare skills and knowledge. She is aware of the benefits of self-evaluation. She talks informally with her assistant about what has

gone well during the day and what has not and seeks the views of parents through regular questionnaires. Good steps have been taken to address the action and recommendation set at the last inspection. For example, the childminder now reviews her records of children's learning to track their developmental progress. This ensures that any gaps in children's learning can be quickly identified and managed.

The childminder has friendly and trusting relationships with parents. Parents report that they are happy with the service that the childminder provides, describing her as a 'very calm and practical person' who is 'reliable, trustworthy and professional'. They value that she is 'flexible and willingly makes alterations to childcare arrangements' to meet parents' changing childcare needs. She offers helpful advice and reassurance to parents about concerns they may have. They have no hesitation in recommending her to others. The childminder has established good links with other professionals who provide care and learning for the children. The childminder has established good links with other professionals who provide care and learning for the children. This helps to ensure that children with special educational needs and/or disabilities are supported to make the best possible progress that they can. There are currently no children on roll for whom there are developmental concerns.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY406264
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	943329
<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>	11
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/09/2010
<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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