

Inspection date

Previous inspection date

10/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- The childminder provides a range of toys and resources for children to participate in that supports their interests. This results in children having opportunities to make some progress in their learning and development.
- Children are kept safe and are protected from harm as the childminder has a clear understanding of safeguarding issues.
- Children are settled and at ease in the homely environment provided by the childminder. The childminder promotes children's self-esteem and sense of belonging.

It is not yet good because

- Observations and assessments are not being used effectively to help identify children's next steps in learning. This means that learning experiences are not always planned appropriately to offer a good level of challenge. Parents are not provided with written summaries of their children's progress aged between two and three years.
- Sufficient challenge is not always provided to promote children's interest and maximise their learning in creative activities.
- Self-evaluation lacks rigour in that it does not identify clear priorities and plans for improvement or incorporate the views of parents, in order to improve on current practice.

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 learning environment.
- The inspector held discussions with the children, childminder, co-childminder and assistant.
 - 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 took account of the views of parents written comments provided on the day.

Inspector

Lynn A Hartigan

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Ipswich, Suffolk. The whole of the premises and the rear garden are used for childminding. The childminder regularly works with another registered childminder and an assistant. Both childminders have equal responsibility for the childminding practice.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local school.

The childminder supports children with English as an additional language. There are currently 12 children on roll, of whom 10 are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 4.30am until 11pm Monday to Friday, except bank holidays and family holidays. She 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:

- rigorously assess children's abilities and priorities for future development through ongoing observations, to ensure any gaps in achievement are quickly identified. This includes providing parents with a written summary for children aged between two and three years.

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

- ensure a robust self-evaluation process clearly identifies plans for development and includes contributions from parents and the children, in order to enhance the current practice
- enhance the quality of teaching and learning opportunities in creative activities, so that children initiate, make decisions and consistently access resources and materials to support their interest.

Inspection judgements

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

The childminder helps children make sufficient progress by offering quality resources and some activities that supports their interests and development. The childminder has only recently started to provide a childcare service and as such, systems for observing and assessing the children's development are evolving. Therefore, the current system for observation does not quickly identify any gaps in achievements and their next steps in learning. In addition, the childminder has a basic understanding of the need to complete progress checks for children aged between two and three years. This means that planning to ensure children consistently make good progress toward the early learning goals is not yet fully embedded. Children are very comfortable within the home and generally enjoy their time with the childminder and are sufficiently occupied. However, on occasions, some teaching does not always offer sufficient challenges for children to make good progress. This is because the childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage.

Children delight and show curiosity when a play dough activity is presented to them. They play well together and make models of people. The childminder supports and enhances their play by offering additional resources, such as stickers they use to create faces. Conversation takes place about the colour of the dough and what it feels like, which encourages children to think about what they are doing. However, opportunities for children to regularly access resources to support their creativity, such as role play, dressing-up and different media and materials is not fully maximised. The childminder and most of the children attending have English as an additional language. Their home language is fully embraced in the setting and children are spoken to in both languages. The childminder models language for communication and encourages children to talk, helping young children to develop their vocabulary and practise using simple sentences. The childminder is aware of the children's individual needs and interests. For example, children have fun using the football table with skill. The childminder shows genuine delight and excitement as the children score goals and they giggle in response. They use the counters to keep score and are able to count to 10.

The childminder ensures that children develop independence. For example, they are able to take themselves to the bathroom and take care of their personal needs. They are secure and confident within the home and can make some decisions for themselves. They are encouraged to dress themselves and listen to and follow simple instructions. These are all the necessary skills to prepare them for their continued learning and readiness for school.

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

The childminder provides children with a caring and supportive environment and they feel safe, secure and valued. Children benefit from the secure attachments with the childminder, her co-childminder and assistant. As a result, children demonstrate a strong sense of belonging as they move confidently around the home. They choose toys for themselves and play well together. Children's routines are discussed and agreed with parents. They bring their comforters, such as blankets, dummies and teddies from home. Therefore, children settle quickly as they are familiar with the routine that meets their individual needs. Children's emerging independence is supported, for example, they are

encouraged to recognise when they need to use the toilet or require a drink when they are thirsty.

Children are beginning to understand how to keep themselves safe. For example, they are gently reminded to sit on the chair properly and to tidy away toys, so that they do not trip. The childminder reinforces road safety when out walking in the local area or to school. Children adopt a healthy lifestyle as they are offered opportunities to exercise and have fresh air. They are developing healthy eating habits as they are offered freshly prepared home-cooked meals. These are enriched with fruit and vegetables. For example, children thoroughly enjoy eating bananas and ample portions are offered to ensure they are not hungry.

Children are familiar with the routines. They are happy and talk with the childminder and the other children in her care. They show affection toward the childminder, enjoying cuddles and they demonstrate a genuine caring attitude toward one another. Babies are cuddled and calmly rocked to sleep. They have a separate sleep room, so that they can rest undisturbed. Baby monitors are used and they are regularly checked. A good nappy changing process ensures children are protected from cross-infection. The childminder follows parents' wishes regarding sleep and eating habits, so that children are comfortable. Initial discussion with parents ensures the childminder has a good understanding of the children's likes and dislikes and home background. They have formed close attachment to her. This means that they cope very well with the transition from home to the childminder and that they are offered consistent care and feel safe.

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

The childminder has a clear understanding and awareness of her responsibility to protect children's welfare. She has a good understanding of safeguarding and the procedures to follow if she has concerns about a child in her care. She ensures all adults working with the children are known to Ofsted and have completed suitability checks. For example, when employing an assistant, they do not commence work until all checks are clear and they have completed first aid training. Children are supervised well and the home is securely maintained. Risk assessments are used to ensure hazards are identified and action taken to minimise risk to children, ensuring they are kept safe.

Through discussion, the childminder demonstrates her understanding of the importance of continuous improvement. However, there is limited monitoring and evaluation taking place to clearly highlight and plan areas for improvement. The childminder demonstrates her enthusiasm and motivation to provide a quality service. However, has not yet devised a robust system to evaluate how effective the education programme is and the outcomes for children. In addition, consideration has not yet been given to the views of the children and their parents to provide a sound overview of her strengths and weaknesses.

The childminder has developed positive working relationships with the parents. She is very accommodating of their needs. For example, children are welcomed into the home very early in the morning for parents working shifts. Written responses from parents in

preparation of the inspection are all extremely positive. They comment on the progress their children make, how happy they are to attend and how welcoming the home is for all the family. The childminder has also established links with the local school where she collects children. She is establishing herself at the local children's centre and understands the importance of working with external agencies, to gain advice and support as required, to support the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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

Unique reference number	EY464823
Local authority	Suffolk
Inspection number	926972
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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