

Inspection date

20/08/2013

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

4

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Self-evaluation is weak and has too little impact; previous recommendations have not been addressed and there are breaches in the safeguarding and welfare requirements that have an impact on the safety and well-being of children. For example, her first aid certificate has lapsed and first aid items are out of date and limited.
- Children do not play in a safe environment as the gates in the garden are not secure and children can potentially leave the premises unattended.
- The childminder does not fully understand the ratio requirements of children in the early years age group and sometimes exceeds them.
- There is scope to improve the sharing of information with parents and with other settings that the children attend in order that they make good progress and fully benefit from a consistent approach.
- Opportunities for children to extend their knowledge and understanding of a range of cultures, beliefs and traditions have not been fully embraced.

It has the following strengths

- Children are confident, happy and settle very well. They make close relationships with the childminder and strong friendships with the other children who attend.
- Children are making progress in their learning and development because the childminder plans a range of activities that follow their interests and extends their learning.

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.
- The inspector made a tour of the premises, including the outdoor area.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.

Inspector

Moir Oliver

Full Report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Bury St. Edmunds, Suffolk. Childminding mostly takes place in the playroom and dining room and two upstairs bedrooms are used for daytime sleeping. The children use the front and back gardens for outside play. The family has a dog as a pet.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She is open all year round from 7.30am to 6pm Monday to Friday except for 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:

- maintain a current paediatric first aid certificate and ensure that the first aid box has appropriate content for use, in order to deal with accidents and emergencies effectively
- ensure that the premises are safe and secure and children cannot leave them unattended
- ensure that ratios are met at all times to ensure appropriate, safe supervision for all children
- ensure that the safeguarding policy includes the use of mobile phones and cameras in the setting to ensure children's safety
- extend the range of resources that reflect cultural diversity to provide opportunities for children to learn, accept and value diversity and difference.

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

- extend arrangements for sharing information with parents and other settings that the children attend to ensure that children make good progress and receive a consistent approach to their learning and development
- develop the use of self-evaluation to ensure strengths and weaknesses are identified and addressed to provide a focussed and clear drive for improvement to support children's achievements over time.

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

Children are making steady progress because the childminder has a sound understanding of how to promote learning and development in young children. She makes regular observations of their play and records these in learning journeys. She links the observations to the areas of learning to ensure she offers activities in all areas. She uses the observations to assess the children's development and informally plans for their next steps in their learning. For example, she provides opportunities for children who show an interest in letters, to use pencils and to practice writing their names. The childminder talks to the parents daily about their child's development. She works with them to support

children to extend their learning. For example, to recognise different colours and shapes and opportunities to become steady on their feet by pushing wheeled toys or holding her hands. However, parents are not actively encouraged to contribute to their child's developmental records as they are not given regular opportunities to look at them.

The childminder uses themes to form a structure to her planning. The themes are often informed by her observations of children's interests. Other themes, that are more adult-led, are chosen to help children to learn about the world around them. They cover seasons, celebrations and support them to understand and accept disability as they discuss and learn about people who use wheelchairs or have sight or hearing impairment.

Children play in a bright and stimulating environment where many of the resources are accessible in low-level storage units. They develop good attitudes to learning, supporting them with their next stage in learning and their eventual move into school. Posters, pictures and mobiles decorate the walls and ceiling and children refer to the numbers hanging across the room as they recognise some of them. They sort shapes and colours to stick on their pictures and proudly name them and use mathematical language as they compare size. Children independently access books and look at them alone or share them with others. They enjoy cuddling up on the childminder's lap for stories and help her to turn the pages one at a time.

Children use their imaginations as they fill the shopping trolley with empty food boxes as they play shopping. They take the items to the play till and older children know how to swipe a card to pay. They make meals for each other and the childminder with the play food and know how to use the toy toaster. They express themselves as they listen to music and the childminder sings their favourite rhymes and songs and they join in as they become confident with the words. Children use the small trampoline and the swings in the childminder's garden and use larger play equipment in the local play area and park as they practise their climbing and balancing skills.

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

Children are not adequately kept safe as the outdoor gardens are not secure. Latches on the low-level gates are within the reach of very young children. There is no barrier to prevent children walking from the back garden to the front and the latch on the gate in the front garden does not work. Therefore children can potentially exit the garden unsupervised.

The childminder supports the children to settle very well. She welcomes parents and children with her friendly personality and the children very quickly feel 'at home' in her company. She finds out about and follows their home routines for sleeping, eating and playing, ensuring they make smooth transitions from home to her setting.

Children are confident, happy and show good levels of independence as they select the toys and know where to return them when they have finished. They are confident to ask the childminder for additional items that they cannot reach and she finds resources for

them to extend their play. For example, she provides a rolling pin to make the sticky foam flat and bowls to put it in to support their imagination in making play biscuits and cakes. They build close, trusting relationships with the childminder and enjoy the company of the other children. The older children help the younger ones as they hand them books and show them how to work the battery operated ball game. The childminder provides appropriate strategies to support children to manage their own behaviour. She is calm and uses age-appropriate explanations to help them to learn the simple house rules, to take turns, share the toys and to be kind to each other. As a result, children behave well.

Parents supply meals and snacks for the children and the childminder ensures that drinks are always available to ensure children are not thirsty. She uses a book she made containing pictures of a range of foods to promote discussions on healthy eating. They learn about personal hygiene through every day activities, such as, washing hands before lunch and nappy changing routines are robust.

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

An inspection took place as a result of a concern that was brought to the attention of Ofsted about the childminder's first aid qualification. The childminder does not have a current knowledge of first aid as she has not maintained an up to date first aid certificate. Items in the first aid box are limited and the majority of them are out of date. Therefore, children may not be dealt with appropriately in the event of an accident or emergency.

The childminder does not monitor and evaluate her provision effectively and as a result, there are breaches in the safeguarding and welfare requirements that have an impact on the children's wellbeing and safety. The childminder does not work within the required adult to child ratios. Although she sought advice about exceptions to ratios, her interpretation demonstrates that she does not fully understand the requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder has a sound understanding of her roles and responsibilities in safeguarding children from abuse and neglect. She has a clear policy which is shared with parents and supports her practice. She ensures that she obtains permissions from parents for taking photographs of children for their developmental records and to display on the walls of her setting. However, she does not have a policy in place to safeguard children from the inappropriate use of cameras and mobile telephones.

The childminder is not sufficiently ambitious about improving her provision and practice. Although she addressed her action from her previous inspection, she has not addressed the recommendations. For example, she has not considered developing her process for self-evaluation and still provides very few resources and activities that reflect cultural diversity. As a result, opportunities to support children to learn about and accept a range of cultures and experiences are limited.

The childminder develops good, trusting relationships with the parents and they are happy

with how well their children settle. She has a sound understanding of her responsibilities in meeting the learning and development requirements. However, she has not made effective links with other settings that the children attend. As a result, children do not receive a consistent approach to their learning and development to ensure they make the best progress possible.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first aid qualification is held (Compulsory part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (Compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is held (Voluntary part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised (Voluntary part of the Childcare Register).

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	251103
Local authority	Suffolk
Inspection number	933219
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	06/01/2009
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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