

<b>Inspection date</b>	20/12/2013
Previous inspection date	06/12/2010

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

- The childminder has a warm and kind approach and sensitively supports children with the transition from home into her care. Consequently, children settle well, form positive bonds with her and are happy and secure.
- The childminder understands her role and responsibility with regard to safeguarding children, to protect them from harm.
- The childminder undertakes thorough risk assessments of her home and is vigilant about security, enabling children to play freely and safely.

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

- Self-evaluation is not systematic and lacks rigour. Consequently, areas for improvement are not promptly identified or addressed, for example, on occasion, children's care is not fully tailored to their individual needs.
- Information gathered by observation is not always effectively assessed, or used to inform teaching and plan activities matched to children's individual needs and interests, to ensure they receive sufficient ongoing challenge or support as required, to enable them to make best progress.
- The childminder does not sufficiently involve parents in their child's progress through the areas of learning or adequately seek their contributions concerning what they know about their child's progress at home. Links are not fully established with other settings children attend to provide continuity of approach.

## 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 dining room and lounge, interacted with the children and viewed all areas used by minded children.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities and documentation with her.
- The inspector looked at children's learning journey development records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the childminder.

## Inspector

Hazel Meadows

## Full report

### Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 12 years and eight years, in a house in Capel St Mary, near Ipswich, Suffolk. The whole of the ground floor is used for childminding, with the exception of the kitchen. A first floor bedroom is available for daytime sleeping. There is a downstairs cloakroom. The secure rear garden is available for outdoor play. The family has two pet cats and fish in a covered garden pond. The childminder attends local toddler groups with the children. She also takes them to the shops, library and park on a regular basis. She takes and collects children to and from the local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of 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:

- review and adapt practice and routines as required, to ensure that individual children's changing care and welfare needs are fully met at all times
- make purposeful use of observations, to aid assessment of children's progress and to inform planning and teaching. Respond to children's individual needs, interests and capabilities, offering activities and resources which provide them with sufficient ongoing challenge and opportunities to make choices, to more fully promote the characteristics of effective learning
- improve the exchange of information, with parents and other settings the children attend, regarding children's learning and development. Offer parents increased opportunities to share what they know about their child's progress at home.

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

- improve the rigour of self-evaluation, by implementing a systematic and effective method of review, to 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 a child starts with her, the childminder ascertains their particular abilities, needs and interests through discussion with their parents, who also complete an 'All about me' document. She uses this information, plus her own initial observations, to establish each child's capabilities and starting points. However, information gathered by her ongoing observations is not always effectively assessed, or used to plan and teach activities matched to children's individual needs and interests. Observations and assessments are somewhat sporadic and the information is not used consistently to monitor children's progress and to ensure they receive sufficient ongoing challenge, to enable them to make best progress. The childminder shares some information about children's progress with parents. However, she is not sufficiently proactive to invite parents' feedback about their child's learning and progress at home, to inform assessment and to help her plan for their individual needs and interests. The childminder is aware to complete a written progress summary for children aged between two- and three-years-old, when she has children within that age range.

The childminder has a sound knowledge of the seven areas of learning, child development and how children learn. She offers a suitable variety of toys and resources and children generally enjoy their time at the childminder's. However, on occasion, activities lack a good level of challenge. Nevertheless, she promotes the prime areas well, to ensure children have the basic foundation skills for the next stages in their learning and for school. Children are sometimes able to choose what they play with, however, the childminder predominantly plans activities for them. This reduces opportunities for children to develop their own ideas and develop the characteristics of effective learning. She offers activities and experiences in all seven areas, to promote children's ongoing progress and development.

Children learn about the natural world through fun, first-hand experiences. They plant seeds and help to grow and care for fruit and vegetables in the childminder's garden, observing how they develop and ripen. Children's imaginative play is well-promoted through a good range of props and resources, such as a play kitchen, dolls and small world toys. Children explore a range of textures and media through craft activities. They happily complete Christmas crafts, such as, colouring and sticking shapes onto pots, although these require limited skill and offer little challenge for older and more able children. Occasionally, the childminder offers more support and direction than is required, reducing opportunities for children to develop their skills and to think for themselves. For example, she writes the children's names on their pot rather than letting them try. Children's mathematical skills are developing well, for example, a child confidently, and accurately, counts the number of stickers on her pot. Children have space to run and move freely in the garden and develop their physical skills and competence as they use the climbing frame. Children's appreciation of books is encouraged as they visit the library or the childminder reads a story to them. Some children are beginning to recognise their name and are able to form recognisable letters, although some opportunities are missed to promote and encourage this.

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

Children are settled and happy with the childminder, as they are sensitively supported with their transition from home into her care. She offers gradual settling-in sessions, gathers written information about each child and has discussions with parents. She uses this information, plus her own observations, to help her get to know each child and their likes, dislikes and routines. Children develop positive and trusting bonds with the childminder, which supports their emotional well-being, and play happily in her care. They are secure with her and remain comfortable and confident with a visitor present in the home. Children are generally well-behaved and understand acceptable behaviour through regular routines and clear boundaries. For example, they know to take off their shoes indoors.

A suitable range of toys and resources, appropriate for the ages and stages of children cared for, is available indoors. Clear storage boxes, mostly stored in the conservatory, enable children to see what is available and make some of their own selections. The childminder supplements the toys and activities she has at home, by visiting local play areas and toddler groups. Children begin to broaden their social experience at the groups and mix with older children when they are collected from school. The childminder also reads books to the children about starting school, which supports their future transitions to nursery and eventually school. Young children begin to develop an understanding of how to keep themselves safe. For example, the childminder teaches and practises road safety with them as they walk to and from school.

Children are developing healthy lifestyles as they have daily opportunities for fresh air, daylight and exercise. For example, they walk to and from school or play in the garden. They manage their own personal needs well according to their age, for example, independently washing their hands after toileting or messy play and before eating. Children have a clear understanding of good hygiene habits, through reminders and the positive example of the childminder. The childminder provides a healthy and nutritious range of meals and snacks, encouraging children to make positive food choices. Children are able to sleep and rest according to their individual needs. However, the inspection took place following a concern being reported to Ofsted that the childminder had not given a child any lunch, if they were asleep through the middle of the day. This had continued for several weeks. At the inspection the childminder explained the circumstances surrounding the concern. She recognises her responsibility to ensure a similar situation does not occur in future and to be mindful of all of each child's welfare needs and to adapt to their changing routines. She has reviewed her practice and has considered improvements, which include even more robust and direct communication with parents.

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

Children are well-safeguarded as the childminder has a secure understanding of her responsibility to keep them 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 ensures parents and other visitors do

not to use cameras or mobile telephones on her premises, to protect children's welfare. The childminder undertakes effective risk assessments and takes action to minimise potential hazards, enabling children to play freely. She practises an emergency evacuation procedure with the children, to ensure it works effectively and that children are familiar with the process without being fearful.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. However, there is not a clear and effective method of monitoring the educational programmes or children's progress towards the early learning goals. As a result, children are not always offered sufficient challenge. The childminder reflects on her practice, however, self-evaluation is not sufficiently robust or focussed. Consequently, areas requiring improvement, for example, the effectiveness observations and assessments or ensuring children's care is tailored to their individual needs, are not promptly identified or addressed. The childminder has not fully addressed all of the recommendations from her previous inspection and these remain areas for improvement.

Most documentation is generally well-organised and made available for inspection. The childminder has written policies to support her practice, which are shared with parents. Registration documentation is clearly on display in the hall. Signed parental consents are obtained to ensure children are cared for according to their parents' wishes. The childminder promotes regular communication with parents; verbally, by text, telephone and through a daily diary. She recognises that this could be improved even further, to fully promote children's well-being at all times. Partnerships with parents and other settings the children attend, are not fully established regarding children's learning and development, to support continuity of approach regarding children's progress.

### **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>	EY336243
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	945095
<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>	0
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/12/2010
<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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