

Inspection date

Previous inspection date

07/02/2014

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 uses appropriate language with the children, often describing what they are doing in their play. This helps them to think critically during activities and extends their learning appropriately.
- The exchange of information with parents is positive, particularly information about children's individual needs and their care routines. As a result, children's well-being is appropriately fostered.
- Children's safety is promoted because the childminder implements a clear policy and procedures for safeguarding children and has a secure understanding of her duty to follow up any concerns about their welfare.

It is not yet good because

- Information from observations does not provide the childminder with a full understanding of each child's stages of development, in order to shape future learning experiences for each child and fully support their further development.
- Self-evaluation lacks rigour because the views of parents and children are not purposefully gathered to inform priorities for development and support continuous improvement to the provision for children.

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 children's activities in the lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability of the childminder, looked at the childminder's training certificates and some written policy documents.

Inspector

Sarah Clements

Full report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Stanton, near Bury St Edmunds, Suffolk. The whole of the ground floor, two bedrooms on the first floor and the enclosed rear garden are used for childminding. The family has a dog and a cat as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She takes and collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group. Children 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. 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:

- use information from observations more effectively to assess each child's stages of development and identify their precise next steps in learning, in order to ensure they are supported to make good progress in their learning and development.

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

- improve self-evaluation by taking into account the views of parents and children and using these to identify strengths and weaknesses, and set challenging targets to improve the provision for children.

Inspection judgements

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

The childminder has a sound knowledge of how children develop and understands her role in teaching children to promote their learning. She ensures children are provided with a suitable range of interesting resources, which offer them appropriate levels of challenge. In particular, children enjoy exploring a wooden shape sorting toy, twisting it around to find the correct shapes before placing them inside. The childminder uses appropriate language to extend children's problem solving skills and critical thinking, including discussions about matching colours and naming the more unfamiliar 'hexagon' shape. This promotes children's mathematical awareness, while also helping them to articulate new

words. As a result, they develop appropriate communication and language skills in readiness for school. The childminder regularly observes children's play to ensure she has an adequate awareness of the skills they are developing. However, the childminder's use of these observations is not fully embedded as she does not use the information effectively enough to fully assess children's stage of development and ensure they are making good progress. Basic summaries of children's progress are completed with some reference to children's next steps in learning. However, the next steps are sometimes quite general, and therefore, not specific enough to ensure the childminder is precise in her planning to move children forward in their learning.

Resources are organised effectively to enable children of all ages to see what is available and make independent choices about what they wish to play with. For example, children's enjoyment of books and their early literacy skills are promoted as they help themselves to a variety of books from the low-level storage. There is plenty of space for children to spread out with cars on a large road-themed floor mat and the childminder fosters their interest in this by providing an additional selection of vehicles. As a result, children sustain their concentration, manoeuvring the cars across the mat and carefully positioning them in a line. The childminder ensures that children encounter a sound range of cutting, sticking and painting activities during visits to a local toddler group. As a result, children enjoy exploring their creative ideas and experiment with a wide range of interesting media and materials. Younger children make appropriate gains in their physical development as they have plenty of space to develop their walking skills, using furniture for support. The childminder enthusiastically encourages them to walk towards her so they feel confident and steady enough to take independent steps.

Appropriate information is exchanged in discussion with parents on a daily basis. Parents are encouraged to talk to the childminder about their child's starting points in learning, their interests and ongoing achievements at home. The childminder creates suitable opportunities for parents to read her basic summative assessments of their child's learning, ensuring they are kept suitably informed of the activities their children engage in and their ongoing progress. The childminder is starting to develop more formal opportunities for parents to contribute to the assessment of their child's learning and development, including their involvement in their child's progress check at age two. This ensures that the childminder can continue to foster appropriate continuity in each child's learning and development.

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

Children are offered a number of settling-in visits to enable them to become familiar with the new environment in the childminder's home and to support them in establishing a secure bond with the childminder. Relevant information is sought from parents during these visits to ensure children's individual eating; sleeping and nappy changing routines are also followed by the childminder. This helps to foster children's sense of belonging, and consequently, they settle well and experience good continuity in their care.

Children confidently interact with the childminder and often invite her to engage in the activities they initiate. The childminder is a positive role model and approaches behaviour

management in a calm manner, using strategies that suit the children's individual levels of understanding. For example, she uses gentle reminders about sharing and taking turns, and introduces new resources to redirect younger children's attention. Consequently, children of different ages play cooperatively alongside each other. Children are given lots of positive praise and recognition for their efforts and achievements. For example, the childminder tells them 'well done' when they help to tidy away the toys. Children often attend a local social groups with the childminder. This extends their interactions with others and helps them to develop appropriate social skills in preparation for their move into early years settings and school when the time comes. The childminder creates a suitable range of opportunities for children to develop their independence and skills in self-care. For example, children have some opportunities to learn how to manage hand washing for themselves, as well as, being encouraged to put on their coat and shoes before going outside. From a young age, children are supported to develop a secure sense of responsibility for their own safety. In particular, they have positive opportunities to learn about keeping themselves safe as they respond to the childminder's gentle prompting. For example, the childminder reminds them of the importance of sitting down at the table when eating to avoid the risk of choking.

The childminder works flexibly with parents with regard to the provision of food and drink, ensuring children's individual dietary needs are well met. Younger children are supported to learn how to feed themselves as the childminder creates opportunities for them to experiment with using a spoon to eat a yogurt. In addition, children remain well-hydrated because the childminder liaises with parents to suggest suitable beakers to suit their individual stage of development. Children are offered healthy snack options, including fresh fruits, to supplement the meals they often bring from home. They also enjoy daily access to fresh air and exercise as they play in the garden in warmer months, take walks in the local area and visit the park. This supports children to stay active and ensures they benefit from further aspects of a healthy lifestyle.

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

The childminder demonstrates a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She implements a clear range of policies and procedures to ensure children are kept safe from harm. In particular, the childminder has digested a range of relevant guidance to inform her secure understanding of how to follow up any concerns if she is worried a child is being abused or neglected. This means that children are well-protected in her care. All people living in the household have completed the necessary checks to ensure their suitability to be in contact with the children. Children's safety is further promoted as the childminder undertakes regular risk assessments of her home and the outings she undertakes with the children. As a result, hazards are promptly identified and acted upon in order to minimise any risk to children's safety.

Overall, the childminder demonstrates a satisfactory capacity for continuous improvement. She draws on the knowledge gained from her initial childminder training, ensuring children benefit from a childminder who understands and meets their needs appropriately. The

childminder has started to monitor the educational programmes and to self-evaluate the overall quality of the provision, although this is still in the early stages of development. Despite this, the childminder has an adequate awareness of the strengths and weaknesses in her practice and has some suitable ideas in mind to improve the provision for children. For example, the childminder has clear plans to develop her arrangements for observing and assessing children's learning and development by making better use of available guidance relating to the stages of development children are expected to achieve. The childminder often speaks informally with parents to gauge their general satisfaction with the quality of the service she provides. However, the opinions of parents and children are not used purposefully enough to inform the childminder's overall self-evaluation. Without this information, the childminder is unable to draw on their insight to evaluate the service in greater detail and ensure the most appropriate targets are set to improve the provision for children.

The exchange of information with parents is supported through the use of a daily diary, which is passed between the child's home and the childminder. This ensures parents are kept well-informed of their child's care routines and the activities they have enjoyed. The childminder is aware of the benefits of sharing this information with other early years providers and outside professionals when required in the future, in order to promote consistency for children across the different setting's they attend.

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

Unique reference number	EY463962
Local authority	Suffolk
Inspection number	932809
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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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