

Inspection date	02/05/2014
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	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
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

- Children form good relationships with the childminder and her family. They settle well in her care and enjoy the interaction they receive from her.
- Children are effectively protected from harm, as the childminder demonstrates a clear understanding of her responsibilities with regards to protecting children.
- Children are provided with an extensive range of toys and play resources and are encouraged to guide their own learning by freely accessing the equipment.

It is not yet good because

- The quality of teaching and learning requires improvement. The childminder's planning does not cover all areas of learning and is not tailored to meet individual children's learning needs. Weak information about children's starting points and infrequent identification of children's next stages in learning, limits the effectiveness of assessment.
- Partnership working with other early years settings, which children attend are not robust enough to enable the childminder to complement the learning that takes place in all areas of children's lives.
- Systems for monitoring all aspects of the childminder's provision are not yet robust enough to be used to identify weaknesses in the educational programme.

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 playroom, dining room and enclosed outdoor area, as well as viewing all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence relating to the suitability checks carried out on all adults living on the premises.
- The inspector looked at a range of records including children's personal details, accident and medication records, written policies and procedures, written risk assessments, the daily attendance register and a selection of other relevant documents.
- The inspector took account of the views of parents spoken to during the inspection and through written comments in the children's development records.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 2008 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 17 and 15 years in a house in Ipswich, Suffolk. The whole of the ground floor and the rear garden are used for childminding. The family has two rabbits, budgies and fish as pets.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, of whom six 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:

- consolidate knowledge of the learning and development requirements so that the educational programme is more consistently delivered. Ensure activities are used effectively to maximise children's development across all areas of learning. Use observations to tailor planning and provide children with challenging learning experiences
- undertake observations of children more robustly in order to understand their levels of achievement, interests and learning styles. Ensure systems for assessing children begin with clear information about their starting points and capabilities.

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

- develop further partnership working with other early years setting, that children attend, in order to fully complement the learning that takes place across all areas of children's lives
- develop reflective practice and self-evaluation systems that inform priorities and effectively monitor the delivery of the educational programme.

Inspection judgements

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

Children enthusiastically play with an exciting range of toys and resources. They participate mostly in freely chosen learning experiences and have some opportunities to extend their knowledge through adult-led, planned activities. The childminder informally plans activities on a daily basis, which she believes the children attending will enjoy. These are sometimes linked to their next steps in learning, but not always. The planning, therefore, is not rigorous enough to ensure that children are appropriately challenged and that their individual learning needs and styles are accommodated. The childminder has systems for observing and assessing children's progress, however, there is a lack of information about children's starting points and capabilities. This means that there is little evidence to show how much progress children are making in the childminder's care. Observations used to identify children's next steps in learning are also infrequent, therefore, the tracking of their progress is inconsistent and not fully effective. Parents are encouraged to view their children's development information, contained in clearly presented learning journals. Summative assessments, such as the progress check for children aged two years, provides opportunities for parents to contribute comments on their children's learning and how they feel they are progressing.

Children enjoy their time with the childminder. They move confidently from one activity to another. For example, a tray of home-made play dough and a good selection of rollers and cutters provide good opportunities for children to explore touch and smell. They use the tools appropriately to roll and cut shapes and squeeze the dough through their fingers, commenting on the way it feels. The childminder supports this play well, by extending their language skills and asking appropriate questions. Once children have completed their play they ask to go into the undercover area, where they access sand, role-play equipment, dressing-up clothes and a selection of other resources. They guide their own learning, with the childminder following close by to support their choices. Children generally participate in activities and play that covers most areas of learning. However, the childminder has not yet fully introduced activities that enable children to learn about knowledge of the world. They have limited opportunities to explore nature, to plant and grow flowers and vegetables or to use the garden as a learning space. The childminder is currently not using any toddler groups or activity sessions to extend children's social skills or to prepare them for meeting new people and experiences. Planning, therefore, is not effectively covering all seven areas of learning.

The resources and activities children participate in generally prepares them for their next stages of learning. For example, when approaching school age, the childminder talks to them about their new school. She encourages children to develop good listening skills and to learn to organise their belongings in preparation for entering school. Some of the younger children become familiar with the local school building when they take and collect older children from school.

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

Children are settled, comfortable and confident in the childminder's home. She encourages parents to play an active role in her settling-in procedures. This ensures that children settle at a comfortable pace and become familiar with the childminder, her family and the

environment prior to being left in her care. The childminder's clear boundaries and rules ensure that children develop a consistent understanding of what is and is not acceptable within the childminder's home. For example, children place their outdoor shoes and coats on hooks and spaces in a hallway between the kitchen and outdoor area and do this proficiently on entry to the childminder's home. Children behave in ways which demonstrate that they feel confident within the surroundings. For example, they move confidently between the lounge, playroom, dining room and undercover outdoor area, guiding their play proficiently. The childminder follows the children's lead, facilitating their ideas and supporting their plans.

The childminder's home is very child friendly with specific areas dedicated to the childminder's childcare provision. For example, half of the lounge is now a playroom with low-level shelving housing a wide and exciting range of resources at children's height. This provides good opportunities for children to select their own play materials and to make choices over their learning. The addition of the large undercover outdoor area has provided significant benefits to children. This is a well-organised space, containing an even wider selection of resources and equipment. The advantage of being fully weather proof is that children are able to access this area throughout the year in all kinds of weather, providing an outdoor environment indoors. The childminder manages changes and transitions in children's lives well, by keeping clear methods of communication open with parents. This enables her to keep abreast of any changes in the children's home lives or circumstances. Appropriate activities and resources are then used to help children to manage their feelings and thoughts on the change.

Children have some opportunities to develop knowledge about keeping healthy and safe as they discuss these issues with the childminder. For example, children understand the importance of good hand washing routines to prevent the spread of infection. Children enjoy a range of healthy snacks and meals in the childminder's home and sit together with the other children to share these times of the day. The childminder has a number of pets. Children know that it is important to treat the animals with respect and to follow the childminder's safety rules when petting them or feeding them. The childminder provides regular trips to parks and playgrounds to enhance children's physical development, as well as providing some large scale physical play equipment within her garden.

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

The childminder demonstrates secure understanding of her responsibility with regards to protecting children. She regularly updates her safeguarding knowledge and keeps abreast of changes to guidance or procedures through publications and articles in relevant childcare literature. All adults living on the premises are vetted and proof of the checks used to assess their suitability are available for inspection. The childminder has very rigorous systems in place for ensuring that her home is safe and secure. She conducts regular risk assessments, which enable her to consider the organisation, safety and security of her home. The childminder's risk assessments and safety procedures are clearly logged in her records and documentation.

The childminder has some systems in place for reviewing and evaluating her childminding provision. She has completed a self-evaluation form and verbally asks parents and children to give her feedback on her service, which they do. The childminder uses the feedback she receives to inform changes and improvements in her provision. For example, older children's comments that they would like to play in the garden throughout the year, was addressed by the childminder and her husband installing an undercover outdoor area. This enables them to offer children an outdoor space in all kinds of weather. While the childminder's use of self-evaluation provides her with some opportunities to review her practices, it does not go far enough to ensure that she has effective systems in place for monitoring her educational provision. This results in a lack of planning that is tailored to meet individual children's learning needs and covers all seven areas of learning indoors and outdoors. There are also some weaknesses in the childminder's systems for assessing children's progress, which she has not identified prior to this inspection.

Partnerships with parents are good. The childminder works well with the parents of children she cares for to establish a good working relationship. She communicates daily, sharing information about the children's routines, what they have enjoyed doing and their sleeping and eating patterns. The childminder has some links with other early years settings, which children also attend. While this provides opportunities for her to discuss the range of topics being covered in the other setting, it does not allow her to discuss the individual learning needs of children who attend both provision. Therefore, the childminder's procedures for complementing the learning that takes place in other aspects of children's lives are not robust.

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	EY366464
Local authority	Suffolk
Inspection number	873677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	08/10/2008
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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