

Inspection date

Previous inspection date

11/04/2014

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 understands her role and responsibility to protect children and the action to take if she is concerned about a child's welfare. As a result, children are well safeguarded.
- Positive and trusting partnerships are established with parents and regular communication is encouraged, which supports children's welfare and continuity of care.
- The childminder has attended a range of relevant training courses to support her commitment to improve her practice.

It is not yet good because

- There is not enough variety of toys and activities to provide children with sufficient challenge and interest, to promote and extend their learning and development.
- Observation and assessment is not always used to monitor children's progress or to guide planning and teaching to match activities to children's individual needs.
- Not all the required information about each child has been recorded, to fully promote their welfare.
- Links with other settings the children attend are not fully established to offer a fully cohesive approach to their care and learning.
- Self-evaluation is not systematic and lacks rigour. Consequently, areas for improvement are not promptly identified or addressed.

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 lounge and viewed all areas used by the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection, and discussed activities with her.
- The inspector looked at children's records and a selection of the childminder's policies.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Hazel Meadows

Full report

Information about the setting

The childminder was registered in 2010 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 11 years, in a house in Ipswich, Suffolk. The whole of the ground floor are used for childminding. The bathroom is on the ground floor. A small enclosed courtyard garden is available for outdoor play. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and local parks, and occasionally the library. There are currently two children on roll, both of whom are in the early years age group. They attend for a variety of sessions. She 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. She supports children who speak English as an additional language and speaks English as an additional language herself.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase understanding of how to monitor children's progress through the Early Years Foundation Stage and how to plan for their individual learning and development
- increase and improve the range of toys, resources and activities available to children to inspire and motivate them, and to promote ongoing progress in their learning and development
- ensure all required information is recorded about each child, to include their full name and any parental consents required, to promote their welfare.

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

- explore other ways of establishing links with other settings children attend, to promote a fully cohesive approach to support their care, learning and development
- establish a more systematic method of self-evaluation to effectively 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

The childminder makes basic initial assessments of children's abilities and interests through her own observations and discussions with their parents. However, she does not effectively monitor children's ongoing development or refer to guidance documents to accurately ascertain their progress towards the early learning goals. Observations are not used to guide teaching or to regularly plan sufficiently challenging and interesting activities and experiences matched to children's individual learning needs. The toys and resources available do not always ignite children's interests and support the characteristics of effective learning. Therefore, the quality of teaching and the monitoring of children's progress require improvement. The childminder shares with parents information about children's progress and activities when they collect their children.

The childminder has a basic understanding of the seven areas of learning, child development and how children learn. She primarily promotes the three prime areas which are personal social and emotional development, communication and language and physical development. This helps to ensure children are developing the basic foundation skills for the next stages in their learning and, ultimately, for school. The childminder cares for children who have English as an additional language. She tries to promote children's conversation by talking with them and playing at their level. The childminder promotes their use and understanding of English through repetition of words and encourages their efforts. She uses children's television programmes to entertain children and to encourage their understanding of English and Makaton signing.

A small range of resources is easily accessible on the floor in the lounge, promoting children's independence. Children can choose from plastic bricks and wooden blocks, hoops, a shaker and an activity caterpillar. Toy cars and occasional craft activities are also made available. The childminder initiates games of hide and seek and 'catch' with toddlers, which they happily join in with. She teaches them how to roll the plastic hoops and kick a soft ball, promoting their physical development and coordination. The childminder builds up blocks with the toddlers, counting as she does so, and introducing number language. Children enjoy occasional trips into the local community. The childminder sometimes takes them to the library and children's centre where they have access to a selection of books and a broader range of activities. She occasionally takes them to local parks and play areas where they have space to move freely and use larger play equipment.

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

The childminder works with parents to support each child with their transition from home into her care. The childminder has discussions with parents and uses written information about their child, plus her own observations, to help her understand each child's likes, dislikes and routines. She works with parents to help children settle. She has a calm and

gentle approach and children are beginning to develop positive relationships with her, which supports their emotional well-being. The childminder gets to know children well as individuals and respects and embraces diversity. The childminder has English as an additional language and works with parents from different cultures to support their children as they learn to speak English.

The inspection took place following concerns received that children are only being allowed to watch television. At the inspection it was found that, although some children watch some television programmes for relaxation or to aid teaching, activities and resources are provided for children. However, this is a very basic range of toys and resources which are generally appropriate for the ages and stages of children cared for. These are not yet sufficient to enable good quality and consistently challenging level of play. The childminder occasionally supplements the toys and activities she has at home, by visiting local play areas and a nearby children's centre. This offers children a broader social experience and helps to begin to support their future transitions to nursery and eventually school. Children are well behaved and begin to understand acceptable behaviour through regular routines and clear boundaries. For example, their shoes are taken off indoors.

Children's health is adequately promoted. They have opportunities for fresh air, daylight and exercise when they are taken to local parks or play outside in the small courtyard garden. Children are developing an understanding of good hygiene habits, through regular routines and the positive example of the childminder. For example, she uses wipes to clean babies' and toddlers' hands before they eat. Parents provide all of the children's meals and snacks. The childminder respects parents' wishes but promotes healthy options to encourage children to make positive food choices. The childminder is attentive to parents' individual requests for their child. For example, she tries to ensure children have naps after lunch but recognises that children's needs are variable and that some may prefer to play.

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 children safe from harm. She has attended safeguarding training and has written policies and procedures to refer to, should she have concerns about a child. Both the childminder and her husband have undergone Disclosure and Barring Service clearance. She closely supervises children and ensures they are always within her sight or hearing. Her husband is available only as an emergency carer for minded children. The childminder undertakes effective risk assessments of her home and outings. She takes action to minimise potential hazards, enabling children to play safely.

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 and variety of activities matched to their individual learning needs. The childminder

demonstrates a commitment to improve her practice and the quality of teaching and learning offered to children. She has attended a considerable range of relevant training courses and has worked voluntarily at a local nursery. The childminder endeavours to put training into practice, however, it has not been sufficiently or effectively applied to enhance and maximise children's potential learning and development experiences. She recognises that her monitoring of children's progress through the Early Years Foundation Stage requires improvement and has requested support from her local authority. However, little progress has been made in this area. The childminder reflects on her practice and welcomes feedback and comments from parents. However, overall, self-evaluation is not sufficiently robust to improve children's learning experiences and achievements. For example, the variety and quality of activities and resources requires improvement to better promote children's learning and progress.

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. The registration certificate is clearly on display in a frame. Signed parental consents are obtained from one parent to ensure children are cared for according to their wishes. However, parental consents and other required details are missing from another child's record, which could compromise their care. The childminder promotes regular communication with parents to promote children's well-being at all times. Parents spoken to at the inspection are happy with the care provided and value the childminder's flexibility. She has endeavoured to make links with other settings the children attend, to support continuity of approach regarding children's progress, but this has not been fully successful.

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	EY413279
Local authority	Suffolk
Inspection number	959653
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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