

Inspection date	27/06/2014
Previous inspection date	20/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 enjoy their time with the childminder. They participate in a range of planned and freely chosen learning experiences within the childminder's home.
- The childminder has a good relationship with parents and communicates well with them.
- Children form good relationships with the childminder and her family. They settle well in her care and enjoy the interaction they receive from her.

It is not yet good because

- The quality of teaching requires improvement. The childminder's educational programme and teaching approaches do not sufficiently focus on the three prime areas of learning for younger children. In addition, children do not benefit from regular opportunities to play in the childminder's garden.
- Partnership working with other early years settings children attend is not robust enough to enable the childminder to complement the learning that takes place in all areas of children's lives.
- Self-evaluation is not rigorous enough to identify training needs and professional development to enhance and benefit the quality of teaching and raise standards in the children's well-being.

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 and viewed all areas of the home used for childcare.
- The inspector held discussions with the childminder and minded children at appropriate times throughout the inspection.
- The inspector looked at documentation relating to the suitability of the adults living on the premises.
- The inspector looked at records relating to children's details, accident and mediation records, the daily attendance register, written policies, risk assessments and a selection of other documentation.
- The inspector took account of the views of parents shared through written comments in children's development files and through parental questionnaires.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in Bury St Edmunds, Suffolk. The whole ground floor of the house, two bedrooms on the first floor and the front and rear gardens are used for childminding. The family has a pet dog. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am 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:

- ensure the educational programme and teaching approaches for the youngest children are age appropriate, focus strongly on the three prime areas of learning, and enable children to explore and experiment with their own ideas
- ensure the educational programme takes account of children's preferred learning styles and allows them greater freedom of choice by providing them with regular access to a wide variety of outdoor learning experiences.

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

- enhance partnership working with other early years settings children attend to create a two-way flow of information and to complement the learning that takes place across all aspects of children's lives
- improve self-evaluation and reflective practice to ensure a firm commitment to continuous improvement, for example, by accessing training and knowledge to enhance the quality of teaching and to improve the provision for young children.

Inspection judgements

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

Children become engaged in an interesting range of learning opportunities, some of which are planned by the childminder and others that are freely chosen. The childminder

demonstrates some knowledge of how to deliver an effective educational programme. For example, photographic evidence shows that children participate in a wide range of experiential learning opportunities. However, the childminder's knowledge of how younger children learn is inconsistent and teaching strategies are not always effectively tailored to meet each child's learning needs. Activities for the younger children are not focused on the three prime areas of learning, and the childminder does not always value what children can do. For examples, craft activities are overly adult-directed and do not enable young children to explore and experiment with their own ideas. This results in the childminder's expectations of younger children being too advanced. She often requires an end product to an activity, instead of acknowledging younger children's purposeful exploration of the materials. The childminder uses her observations of children's play and learning to assess their individual stages of development and to plan some activities which will help them to move forward in their learning. She tracks children's development and shares this information with parents.

Children have fun playing with a good selection of play kitchen equipment and a large role-play kitchen. They proficiently use the oven glove to take pretend hot food from the oven to use in their picnic. They pour each other a cup of tea and offer one to the childminder. Children's learning from this activity is appropriately extended by the childminder chatting to them about the resources and what they are cooking and drinking. Children respond to the childminder's questions and follow her directions. Children pack the role-play equipment away with the help of the childminder when they have concluded their game. They then enjoy exploring a range of puzzles. The childminder encourages them to name the pictures on the wooden puzzle pieces and to talk about their shapes. Children have good opportunities to make marks with a range of different materials, such as crayons, pens and paint, enhancing their emergent writing skills. The childminder provides children with a selection of books to enhance their literacy. She reads stories to them to develop their listening skills.

Children are generally prepared for their next stages of learning, such as school, as the childminder enhances their self-care skills and independence. She is knowledgeable about the local school as she has taken and collected children from this school for many years. The childminder uses her prior knowledge of the environment, teachers and routines to prepare children for this transition.

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

Children settle well in the childminder's care and form close and caring relationships with her. They approach her for cuddles and reassurance and enjoy the interaction they receive from her. The childminder has clear settling-in procedures and encourages parents to play an active role in this process. Children behave well and demonstrate that they feel safe and emotionally secure in the childminder's care. They follow her instructions, for example, helping to clear away the toys they have been playing with before getting more resources out.

The childminder provides children with a well-equipped dedicated playroom. Toys and play equipment are presented in low-level storage units and containers, which enable children

to make choices and decisions over their play. Generally the childminder's home is used effectively to promote children's learning and development. However, she does not always maximise opportunities for children to play in the well-equipped garden so they can follow their preferred learning style. The childminder helps to prepare children for their next stages in learning, by encouraging them to become independent and to try new tasks. For example, they have opportunities to become familiar with new places when they go for walks in the local area.

Children have some opportunities to learn about keeping themselves healthy and safe. They understand hygiene rules, such as hand washing at appropriate times, as they follow the childminder's clear directions. Children sit together to enjoy the packed meals they bring from home and enter into discussions with the childminder about foods which are good for them and those which are less healthy. When accessing the childminder's garden or visiting local parks, children have opportunities to be active and to participate in play, which strengthens their physical abilities. Children learn to take some risks, for example, when they play on and negotiate large-scale play equipment in the garden and at the park.

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

Children are appropriately protected from harm as the childminder demonstrates an adequate understanding of her responsibility to protect them. The childminder's home offers children a safe and secure environment as she effectively checks it for safety before the children arrive each day. All adults living on the premises are vetted and proof of the checks used to assess their suitability is available for inspection. The childminder's basic understanding of how children learn enables her to provide them with a varied educational programme. However, a weakness in the childminder's knowledge of how to effectively plan for younger children's learning results in some activities being too advanced and lacking purpose. For example, children as young as two years colour in worksheets which relate to the theme or topic being covered. The activity provides limited learning and demonstrates that the childminder has unrealistic expectations of children of this age. Some creative activities are also not appropriate for younger children, with an expectation of a finished product.

The childminder is an experienced early educator who has consistently cared for minded children for almost 20 years. She keeps abreast of current guidance and legislation through publications and discussions with other registered childminders. The childminder demonstrates some commitment to improving her provision and has met all of the actions and recommendations set at the time of the last inspection. However, self-evaluation is not effectively used to identify training needs and professional development. The childminder's lack of identification of training needs impacts on her ability to further improve her provision and raise the quality of her teaching and safeguarding knowledge. The childminder regularly reviews and updates her written policies and procedures, and involves parents in her evaluation of her provision through questionnaires and regular feedback discussions.

The childminder works well with parents. She communicates effectively to ensure they remain well informed about their children's day, and shares development records with parents regularly. New parents to the childminder's provision are provided with clear written information about her service. The childminder has some links with the local pre-school which children attend; however, these are not yet robust enough to enable the childminder to work in partnership with key persons from this setting to complement the learning that takes place across all aspects of children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	251103
Local authority	Suffolk
Inspection number	950839
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	20/08/2013
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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