

Inspection date	25/07/2014
Previous inspection date	03/03/2014

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's safety is promoted because the childminder has a secure knowledge and understanding of her duty to follow up any concerns about their welfare.
- Children have formed close attachments with the childminder and her family. This means children are happy, confident and settled in their surroundings.
- The childminder communicates well with parents and the schools that children attend. The exchange of relevant information about children's individual needs, care routines and learning ensures children's well-being is suitably supported.

It is not yet good because

- The childminder does not consistently keep accurate records of children's attendance. This means children's welfare is not promoted by the robust completion of all the required documentation.
- Children have fewer opportunities to play with natural and open-ended resources to encourage them to explore in different ways.
- The childminder is not consistent in providing parents with details of their children's progress. This is with because she does not supply them with a summary of the progress check completed between the ages of two and three years.

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 indoor and outdoor learning environments.
- The inspector held discussions with the childminder and the children.
- The inspector viewed a sample of children's development records.
- The inspector checked evidence of suitability of members of the household and the childminder's qualifications.

Inspector

Lynn A Hartigan

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 two children aged 15 and 10 years in a house in Bury St. Edmunds in Suffolk. The whole of the premises and the 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 collects children from the local schools and pre-schools. There are currently 13 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- maintain a daily record of the hours of attendance of children being cared for on the premises
- ensure all parents receive a written summary of the progress check completed when their children are aged between two and three years.

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

- develop the range of activities and resources provided to fully create a stimulating play space and ensure children are offered opportunities to discover and explore using natural play materials.

Inspection judgements

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

The childminder has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage, and has improved and refreshed her knowledge following her last inspection. This means children are now cared for by a childminder who understands her role in teaching children to promote their learning. The childminder monitors children's progress through meaningful observations that link to the Early Years Foundation Stage. She understands the children's level of achievement and is able to plan activities that children enjoy to support their continuing progress. For

example, young children who require support in developing their communication lose themselves in imaginary play. The childminder sets out favourite toys, such as the small world people and toy animals. She encourages young children to repeat words and extends their vocabulary by introducing new words. Children generally enjoy their time at the childminders and are busy. As a result, they are developing the basic skills to support their next stage of learning. The childminder provides a generally good educational programme and activities and resources cover the seven areas of learning. However, fewer opportunities are available for children to access resources and play without purpose. This is because treasure baskets, sensory play and exploring with natural materials within the home environment to support younger children's development are limited. Children do, however, enjoy outings to the local woods where they climb trees, make dens and work together creating large pictures using materials they find.

The childminder collects children from the local school. Daily opportunities on the way home from school are provided to enjoy some physical exercise. For example, the childminder encourages children to walk and provides regular opportunities to play at the park. Children enjoy developing their physical skills as they use the swing, other equipment to balance and climb. Children are good communicators and excitedly tell the childminder about their day at school. The childminder is very relaxed and calm and talks quietly to children showing genuine interest in what they have to say. As a result, children are happy and confident within the home. The childminder ensures she is fully informed regarding their achievements at school and makes reasonable attempts to complement their learning.

Appropriate information is now exchanged in discussion with parents and through a day book that is shared between home, and the childminder. Following the last inspection, the childminder now encourages parents to talk about their children's starting points in learning and ongoing achievements at home using this book. The childminder creates some suitable opportunities for parents to read her basic summative assessments of their children's learning, ensuring they are kept suitably informed of the activities their children engage in and their ongoing progress. However, while the childminder ensures parents are informed about the progress check completed for children aged two to three years, they are not consistently provided with the opportunity to contribute or given copies of the summary. As a result, they do not receive detailed information about their children's progress in the prime areas of learning.

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

The childminder ensures children are welcomed into the home. Settling-in visits are arranged to support each child's individual needs and to ensure they are familiar with their new surroundings. Relevant information is sought from parents during these visits to ensure children's individual needs and routines are also followed by the childminder. For example, the childminder works with the parents when children are potty training. Children are settled and have formed secure emotional attachments with the childminder and her own children. This means they are happy and experience continuity in their care. Children play well together and talk about their friends who also attend. This is because they understand the childminder's expectations of them. Children are given positive praise

and recognition for their efforts and achievements. For example, the childminder praises them when they successfully use the potty. The childminder tells children they are clever when they count bricks and discuss colours when making models using the construction toys.

A variety of resources are accessible to children within the lounge where they play. Children are able to self-select most toys and this supports spontaneous play. Children are supported to develop some skills they need for later life. For example, they are beginning to take responsibility for their own personal needs. They know to wash their hands after using the bathroom. The childminder encourages children to make decisions, such as whether they play indoors or outdoors. Children participate in many organised outings within the local environment. For example, visiting the local woods and parks. These activities encourage children to develop their understanding about how fresh air and exercise contributes to a healthy lifestyle. Children are also beginning to understand a sense of their own safety. For example, children take part in fire drills within the home. They are reminded about road safety as they walk back from school. The childminder has established positive links at the local school and works closely with parents in supporting children with the move onto school or pre-school.

Children bring their own food. The childminder does, however, encourage packed lunches to contain healthy and nutritious foods. Healthy snacks or fruit are provided and children are able to access water throughout the day. Information is in place to ensure individual dietary needs are well met. The childminder documents in the children's day book what foods have been offered and how well the children have eaten to ensure parents are fully informed.

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

This inspection took place following a monitoring visit by Ofsted. Monitoring was required because the childminder was sent a notice to improve following her last inspection. The childminder has taken prompt and effective action to address the actions and recommendations raised following the last inspection. For example, she now ensures the home is free from cigarette smoke, clean and fit for purpose. Children's welfare is protected as they are now transported in vehicles that are appropriately insured. The childminder now engages parents in their children's learning. All relevant information regarding the children is now clearly documented to support their learning. The childminder now monitors children's learning through the completion of regular observations. A sound self-evaluation process in place also informs the childminder of areas to improve to ensure better outcomes for all children. The childminder demonstrates a sound understanding on how to protect children. The childminder does have most policies and procedures in place to ensure children are kept safe from harm and knows what to do should she have any concerns regarding child protection. All people living in the household have completed the necessary checks to ensure their suitability to be in contact with the children. While the childminder is aware of the importance of accurately recording children's attendance, she is not consistent in doing so meaning children's welfare is not fully protected. Hazards are promptly identified and acted upon in order to

minimise any risk to children's safety, as the childminder undertakes risk assessments of her home and the outings offered to children.

Children are cared for by a childminder who has high expectations for them. The childminder demonstrates a genuine desire to improve the provision she provides. She has sought help and support from the local authority development officer to help her make improvements since the last inspection. The childminder demonstrates a capacity for improvement and has responded positively to actions made to improve opportunities for children. The childminder is now fully aware of the importance to effectively monitoring the overall quality of her provision and the educational programme provided. This means that she is able to identify areas of teaching that are less effective or the provision of resources to support children's learning. The childminder is able to discuss how she hopes to improve her service and her vision for the future. For example, replacing plastic toys for more sensory play materials. The childminder actively invites parents to comment to inform the self-evaluation process to improve the provision for children.

The childminder provides parents with meaningful information about their children's daily experiences via a day book. Information about children's activities, meals and comments from school are detailed and are passed between the children's home and the childminder. The childminder positively encourages parents to share what they know about their child and the child's achievements at home. The childminder is aware of the benefits of sharing this information with the children's school teacher and has made links with the local primary school that children attend. The childminder has introduced key-person forms that are used to establish better links with others involved in the child's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the names of children looked after on the premises and the hours of attendance (compulsory part of the Childcare Register)
- maintain a daily record of the names of children looked after on the premises and the hours of attendance (voluntary part of the Childcare Register).

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	EY330666
Local authority	Suffolk
Inspection number	966797
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	03/03/2014
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

