

<b>Inspection date</b>	11/07/2014
Previous inspection date	23/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 gives priority to the safety of children and ensures that they are supervised at all times. She visually assesses the setting to minimise risks to children, enabling them to use the setting safely.
- The childminder builds strong, trusting relationships with the children and their parents, enabling children to feel safe, confident and settle well.
- The childminder demonstrates a sound knowledge of safeguarding procedures, in order to keep children safe.

### **It is not yet good because**

- The childminder's teaching practice is variable. As a result, children make steady, rather than good progress towards the early learning goals.
- Identified next steps in the children's learning and development are not consistently planned for. Therefore, children's learning is not always being sufficiently challenged or extended, so that they make good progress.
- The childminder does not use self-evaluation effectively to identify strengths and areas to improve.

## 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 living room, kitchen and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a variety of documentation, including records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant and the childminder's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from information included in the childminder's own parent survey.

## Inspector

Karen Harris

## Full report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her mother, who is also a registered childminder and her father, who is registered as an assistant. She lives with her parents in Lowestoft, Suffolk. Both childminders share equal responsibility for running the childminding business. The whole of the house, with the exception of one bedroom is used for childminding. There is an enclosed garden for outdoor play. The family has pet cats, guinea-pigs and gerbils. The childminder collects children from the local school. There are currently 32 children on roll, 19 of whom are in the early years age range, who attend for a variety of sessions. The childminding provision operates all year round from 6.30am to 6.30pm, Monday to Friday, except family holidays. The childminder receives funding for the provision of free early education for three- and four-year-old children. 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:

- review and assess the planning of activities, so that the activities provided are focussed on providing more challenging experiences to help children to further progress in their learning
- develop the quality of teaching to ensure that children develop the characteristics of effective learning by supporting their play and critical thinking, for example, by making the most of opportunities to role-model play.

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

- improve monitoring and self-evaluation to effectively identify future targets for development.

## Inspection judgements

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

The childminder has a, generally, sound understanding of the Early Years Foundation Stage and how young children learn. Through her care practices, she offers children a range of activities, both at home and on outings in the local environment, which cover all of the areas of learning. For example, children enjoy regular trips to the park and local shops, which supports children in their understanding of the world. Children enjoy their time at the childminder's home and they are sufficiently occupied, as they choose what

they want to do. Children have daily opportunities to interact with others of varying ages. This helps them to develop their social skills and to form positive relationships with others. Mathematical language is integrated into daily routines. For example, the childminder counts up to 13 with the children, as they go up and down the stairs. The childminder observes children as they play and keeps a record of these using photographs and written evidence. These give a record of what they are doing and the childminder uses this information to monitor children's progress in all areas of learning. Planning is carried out by daily discussion between the childminder and her co-childminder. However, this is not always precisely matched to children's individual needs, in order to fully support their learning. This means that activities do not always offer a good level of challenge, so that children make the best possible progress. Children are, therefore, gaining the appropriate skills they need for the next stage in their learning and their move to school.

The childminder has a, generally, sound understanding of how children learn and provides sufficient time for them to engage in a suitable range of freely-chosen play experiences. This enables them to explore at their own pace, create their own play and explore their ideas. For example, a child selects a container of small-world toys from the low-level shelving. The childminder helps to set up the toys and recognises children's need to play independently. However, the childminder misses opportunities to interact with children and does not sufficiently encourage them in conversation or effectively promote their thinking skills. This is because the childminder sometimes does not actively engage with children when supervising activities. She does not consistently engage children in conversations or talk to them about what they are doing. As a result, not all children are always engaged and learning through adult interaction. Despite this, at other times interaction with children is of good quality. For example, the childminder encourages children to dance to music and she sings songs and action rhymes with them. Consequently, children make steady progress, rather than good progress, given their starting points, towards the early learning goals.

The childminder and her co-childminder work well with parents and carers to help their children to settle and encourage parents to share what they know about their children. Relevant information is gathered from parents when children first attend the childminding setting. This ensures that the childminder and her co-childminder have a clear picture of children's starting points and ensures there is continuity in children's well-being and development. The childminder observes children as they play and keeps a record of these using photographs and written evidence to monitor children's progress in all areas of learning. The childminder uses this information to plan possible lines of development for each child. Planning is carried out by daily discussion between the childminder and her co-childminder. This helps them to be flexible in meeting children's changing needs. The childminder shares appropriate information with parents about the activities, which children have enjoyed, through verbal discussions. Parents can view their children's record of progress and development folders at anytime. The childminder and her co-childminder also provide parents with the opportunity to discuss and share their children's achievements and progress each term. The required progress check for children between the ages of two and three years is completed. This ensures that any concerns are quickly identified and managed. They are discussed with parents and offer an accurate summary of children's development in each area of learning. As a result, parents and carers are kept suitably informed about their children's learning and development.

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

Children are beginning to develop appropriate skills that emotionally prepare them for the next stage in their learning. They arrive at the setting confidently and freely explore the environment, selecting activities of their choice. For example, toddlers experiment with coloured scarves and enjoy hiding under them. The childminder encourages children's independence and confidence. For example, children are encouraged to find their own bags, put on their shoes and use the toilet with minimal support. Children learn to form positive relationships with each other and generally, share and take turns with popular resources. Children mainly behave well and house rules are in place to help them know what is expected in the setting. Older children are rewarded for good behaviour and for trying hard, through the use of a sticker system. Discussions about children's behaviour are shared openly with parents. As a result, the childminder and her co-childminder offer effective continuity of care. Young children become familiar with other settings, when they walk to and from the local school to collect other children. This means that children are becoming emotionally prepared for the move to school as they become familiar with the environment.

The childminder and her co-childminder share the care of all children equally. Children are happy and settled in the welcoming, homely environment and have good attachments to the childminder. This is due to an effective settling-in procedure, which is managed according to individual children's needs. For example, children are able to settle-in over a period of time, which suits them and their parents. This helps to make the transition between home and the childminder's care as reassuring as possible. The childminder knows the children well. She talks confidently about children's individual routines and their likes and dislikes. Children seek out the childminder for reassurance and support when they need it and show through their body language that they have built a warm and trusting relationship with her. As a result, children are very comfortable in their environment and they are emotionally secure.

The childminder encourages children to adopt aspects of a healthy lifestyle. Children are provided with suitable opportunities to experience fresh air and exercise on a daily basis, when they take older children to the local school. Children make wide use of the outdoors, enjoying the childminder's garden and trips to the local park. They are encouraged to explore their environment and gain an understanding of risks through everyday routines and outings. For example, young children are fastened securely into booster seats for their meals and the childminder supports older children to learn about road safety rules when outside. The childminder and her co-childminder are both attentive to children's needs. For example, they change children's nappies promptly whenever needed. The childminder and her co-childminder promote healthy eating and provide healthy meal choices for the children. Children's dietary preferences are obtained from parents during the settling-in process. As a result, individual needs are well met. The childminder ensures children have ready access to drinks, to ensure that they do not become thirsty or dehydrated.

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

This inspection was prioritised following concerns that the childminder and her co-childminder were over ratios. The childminder confirms that this incident happened for a short period of time, on one occasion, due to unforeseen circumstances. This inspection found that in the main, ratios are always maintained and the childminder has a secure level of knowledge and understanding of the Early Years Foundation Stage. The childminder takes equal responsibility for all aspects of practice with her co-childminder. All documentation, necessary for the safe and efficient running of the setting is in place. The childminder and her co-childminder have carried out written risk assessments for areas of the home, along with all trips and outings. They also complete daily safety checks, to identify any further hazards in the setting. This ensures that potential hazards are identified and removed or minimised. For example, the childminder reminds children to pick-up dressing-up clothes on the floor and together with her co-childminder, she ensures that all children are supervised at all times. As a result, the areas used by children are safe and suitable. Both the childminder and her co-childminder attend appropriate training, including first aid and safeguarding. This helps them to protect children and keep them safe. The childminder has a clear understanding of her responsibility to keep children safe from harm. She is aware of the signs and symptoms of abuse, to help her recognise when children may be at risk. Also, she knows how to report and record concerns and has attended relevant training.

The childminder has a, generally, good understanding of the learning and development requirements of the Early Years Foundation Stage. There is some monitoring of planning and assessment, however, this is not rigorous enough to ensure that activities are sufficiently challenging, to enable children to make more rapid progress. The childminder and her co-childminder occasionally work with an assistant. They monitor his practice through occasional, informal discussions, to ensure that all policies and procedures are consistently implemented. The childminder has met most of the actions and recommendations raised in her last inspection. For example, newsletters are now provided, to give parents information about forthcoming events. Parental questionnaires are issued to ensure that parents have a formal opportunity to put forward their views. Their responses indicate that they are very satisfied with the care their children receive. The childminder and co-childminder have begun to record their self-evaluation. However, monitoring is not fully effective as it does not accurately identify all weaknesses or provide clear targets for improvement, to enhance the provision for children.

The childminder develops positive and trusting partnerships with parents and shares information with them about their children in different ways. For example, she talks to them on a daily basis and sends text messages to let parents know about their children's well-being. This supports children's welfare and continuity of care. As a result, parents are kept well informed. The childminder and her co-childminder have clear policies to support their practice. These are made available to parents when they first start, to ensure that they have a shared understanding of the way in which they work with children. Parents spoken to on the day of the inspection, comment positively about the childminding service and state that they have recommended the childminder to others. Parents value the childminder's flexibility and state that their children are happy in her care. The childminder and her co-childminder are aware of the importance of working in partnership with other professionals. They have developed appropriate links with the staff at the local school, this

ensures that children's move to school is successful. The childminder and her co-childminder are fully aware of how to access help should they have any concerns about a child's development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY398869
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	981247
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	32
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/08/2013
<b>Telephone number</b>	

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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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