

Inspection date	16/07/2014
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 has an understanding of the principles of safeguarding, and child protection, keeping children in her care safe and free from harm.
- Children enjoy playing freely with the range of toys and play materials provided. They gain skills and attitudes, which help them towards their future learning.
- Children receive genuinely warm and affectionate care, which helps them make effective emotional attachments, gaining the confidence to play and learn with their peers.

It is not yet good because

- The childminder is not fully secure about matters that must be notified to Ofsted to ensure children's well being.
- The childminder has not completed the mandatory progress check for children aged between two and three years, therefore, gaps in learning and development may be missed.
- Children have fewer opportunities for challenging, open-ended play, for example, with natural and found materials, to fully promote creativity and problem solving.

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 interacted with children in the playrooms and in the garden as they played, and at lunchtime.
- The inspector held discussions with the childminder and carried out a joint observation in the garden.
- The inspector viewed a sample of documentation including evidence of suitability checks and qualifications, policies and children's development profiles.
- The inspector took account of the views of parents and children gathered in advance of the inspection.
- The inspector had a tour of the parts of the premises used for childminding.

Inspector

Sarah Williams

Full report

Information about the setting

This childminder was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Lowestoft, Suffolk. The ground floor and one upstairs bedroom, are used for childminding. There is an enclosed garden for outside play. There are currently 31 children on roll. Of these, 12 children are within the early years age range. The childminder works with one or more assistants at busy times. Childcare is provided on the premises every day, including occasional overnight care. The childminder takes and collects children from local schools and nurseries. She takes children to the library, park and community groups, as well as the beach and other local places of interest.

What the setting needs to do to improve further

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

- sharpen understanding of changes that must be notified to Ofsted
- complete a progress check for every child aged between two and three years and share the outcome with parents, so that any additional support required may be put in place.

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

- provide children with a wider range of open-ended and natural play resources and activities, particularly for use outside, to challenge them and encourage the development of their creative thinking and problem-solving skills.

Inspection judgements

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

Children make progress in their learning and development and are prepared for the next stages in their education, such as school or pre-school. Children enjoy an educational programme devised by the childminder. She bases this on children's interests and on what she knows about their achievements so far. Some children attend nursery or pre-school, so the childminder complements the learning they are receiving there and builds on this. Additionally, children have access to a range of toys and equipment from which they can choose freely and spend time engaged with. They select colour-coded boxes of construction bricks and build models, talking about some of the shapes and colours they are using. A large, empty cardboard box provides an exciting space to crawl in and out of and children decorate it with coloured pens and crayons. Outside, the garden is equipped

with a climbing frame, slide and swing for children to hone their balance and coordination skills. A large trampoline is reserved for children over six years, for safety reasons, and a smaller trampette provides bouncing fun for the younger children. Wheeled toys provide additional physical play as children negotiate space and explore different ways of moving. Children enjoy helping the childminder and her assistant in cultivating and harvesting crops such as, tomatoes, potatoes and lettuces. They learn how to care for plants and enjoy tasting and eating them once they are ripe and ready. A shady table and benches allows children to draw and write with the paper and crayons provided. Much of the play is based on manufactured toys and equipment. They have fewer opportunities to use natural and open-ended resources such as sand, water, mud, stones and found or recycled items, in order to extend and challenge their creative thinking and encourage free exploration and investigation.

The childminder completes a development profile for each child. This contains observations, photographs and examples of work showing their progress over time. Next steps are included so that parents can continue the learning at home and help their children become ready for school by having the skills and attitudes they need. Parents respond well to an invitation to add photographs and comments so the development profiles form a meaningful record of children's time in the childminder's care. Children enjoy looking at these and recalling events and activities they have taken part in. While she is aware of the need to carry out a progress check on all children between the ages of two and three years, the childminder has not met this requirement. As a result, there may be gaps in learning that go unidentified.

The partnership with parents and other external agencies involved in children's care is generally effective. Parents report that they are happy with the standard of care and education and feel that their children are making good progress. They welcome the childminder's advice and guidance on how they can help their child at home. The childminder provides parents with information about the Early Years Foundation Stage and how she delivers activities based on this to children.

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

Children form effective emotional attachments and bonds, both with the childminder and with their peers. The childminder is naturally warm and friendly and ensures she is affectionate and caring towards children, while maintaining a professional stance. Because she is consistent and fair, children learn how to behave properly. They are kind, considerate to one another, and able to take turns to speak, wait for a piece of equipment or a favourite toy, or the childminder's attention. The settling-in period enables the childminder to form a relationship with the child and their family, so that care needs are well understood from the earliest days. The childminder interacts warmly with children, speaking to them calmly and clearly, so they know what is required of them. For example, she calls them one by one to have sun cream applied and talks to them about why this is important on a hot, sunny day.

The childminder works with one or more assistants at busy times. Parents sign the

necessary consent to allow children to be left with an assistant for a short time. Children are familiar with all adults caring for them and understand the routines at different times of day, such as when it is time to collect older children from school. The childminder takes the role of key person and liaises with parents and carers, meeting their differing needs for childcare as far as is practicable. For example, occasional overnight care is offered, as well as a flexible daily care pattern where this is required. The partnership with parents is valued and recognised as key to a successful childminding arrangement. The childminder is proactive in seeking out useful information about events and facilities in the local area, which may be useful to parents. This is displayed in the entrance lobby along with certificates and a copy of the inspection report. She produces an occasional newsletter, and offers parents a chance to complete an annual questionnaire regarding any changes they would like to see. By valuing and acting upon their opinions and ideas, as well as those of children, outcomes are improved.

Children enjoy healthy, well-balanced and nutritious meals and snacks. At lunchtime, they have a sandwich with wholemeal bread and a choice of filling, a yogurt and a choice from the fruit bowl. Fresh water is available at all times and children are encouraged to drink plenty to remain hydrated during hot weather. The hand washing routine is aided by colourful posters reminding children of how to wash and dry their hands. Children do not routinely sleep during the day, but for those who need to, a travel cot is available or cosy sofas and chairs to curl up on. A bright and cheerful entrance lobby provides a welcoming space for children to stow their bags, coats and shoes. They learn how to take care of their own belongings and become independent in dressing and undressing. Play in the garden gives children plenty of fresh air and exercise, and they sometimes walk to and from school or pre-school. Children are helped to manage the transitions they face, such as starting school, with resilience and self-confidence, because the childminder talks to them about what they can expect and helps them become independent and self-aware.

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

The childminder shows a generally good understanding of safeguarding matters and how she can protect children in her care from harm or abuse. She has attended a child protection course and is confident she can spot any signs and symptoms of abuse and if necessary refer her concerns to the appropriate authority. Her policy is made available to parents and both her assistants are knowledgeable in keeping children safe and free from harm. All adults in the household have been checked and vetted for their suitability and the assistants have had training in first aid, so they can deal with any minor injuries that may occur as children are playing. While she has a general understanding of matters that must be notified to Ofsted, the childminder did not inform them of a change to persons living on the premises.

The childminder plans her busy week and ensures that all children attending receive the care and attention they need. She provides a welcoming, child friendly home where children have free choice from a number of areas, including books, toys and puzzles, craft materials and outdoor toys. They can request other resources, which are stored in a

garage and these are made available. The childminder understands her responsibilities in relation to the learning and development requirements and assesses children to tracks their development. She successfully involves parents in their children's education, although she is not yet completing or sharing the progress check for children aged between two and three years of age.

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. 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

Unique reference number	251326
Local authority	Suffolk
Inspection number	981747
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	31
Name of provider	
Date of previous inspection	18/11/2008
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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