

Inspection date	15/09/2014
Previous inspection date	29/10/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not have a sound understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. This means children's welfare with regard to child protection is not secure. In addition, children do not make good enough progress in their learning and development.
- The two-way flow of information between the childminder and children's parents is inconsistent and important information about procedures that the childminder would follow to safeguard children is not shared.
- The childminder does not consistently monitor all children's progress effectively to ensure their next stage in learning is planned for. This means she is unable to identify any gaps in children's learning and development or offer sufficient challenges.
- Opportunities for active, outdoor play are not fully maximised within the daily routine.
- Children lack regular opportunities to investigate and explore using their senses. This is because opportunities for sensory play using natural materials are limited.

It has the following strengths

- Children are settled, confident and happy because they have warm attachments with the childminder.
- Children engage in a range of freely chosen play using the easily accessible resources available to them indoors.

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 indoors where children play and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of all adults living on the premises.
- The inspector looked at a range of records and documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn A Hartigan

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Woodbridge, Suffolk. The whole of the premises and the rear garden are used for childminding. The family have a rabbit as a pet. 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 eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays booked in advance. 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:

- improve knowledge and understanding of safeguarding issues, which includes developing a sound understanding of signs of possible abuse and the procedure to follow should there be any concerns about a child's welfare
- provide parents with updated information about safeguarding procedures, including information about the procedure to follow should a child go missing or uncollected
- increase knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage, in order to effectively support children's progress across all areas of learning.

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

- enhance active learning by reviewing routines so that children can make more use of the outdoor space and support children's progress by ensuring all areas of learning are covered outdoors
- enhance opportunities for babies and younger children discover and explore using their sense in different ways, for example, by providing natural and open-ended resources.

Inspection judgements

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

Children are happy with the childminder and select toys from a variety available to them. These include books, puzzles, soft toys and construction resources. They move confidently around the home and participate in some planned activities that help them make some progress in their development. However, the childminder does not have a secure knowledge of the learning and development requirements in the Early Years Foundation Stage, in particular the knowledge of how to effectively promote children's learning in all areas. The lack of focussed and precise observations means children are not offered sufficient challenges, as activities are not always matched to the children's needs. This means that children do not make good enough progress in their learning. However, since the last inspection, the childminder has made some improvements to how she assess children's abilities and she now keeps some observations and records on children's progress. However, this is not consistent for all children, with some not having any records, which means planning is weak and does not consistently match each child's individual needs.

The childminder discusses children's abilities with parents when their child first attends. The childminder communicates with parents about changes in development and makes efforts to support them. For example, babies learning to walk are supported as the childminder offers push-along toys to encourage movement. Babies and toddlers, however, have few opportunities to explore and discover things for themselves. This is because the toys offered have a specific function and do not promote curiosity or offer sufficient challenge. Few opportunities are available for regular messy play to stimulate early writing skills and encourage children to make marks. Children few opportunities for sensory play, using natural materials or treasure baskets. Planning for activities outdoors is not regularly considered as the garden is not used daily and throughout the year. This means some children's preferred way of learning is not fully supported. This also means children have fewer opportunities to learn about the natural world around them.

Children have some opportunities to prepare for their next stages of learning, for example, when going to pre-school or school. This is because the childminder encourages children to develop their independence skills. They are encouraged to put their shoes on and to dress themselves. The childminder supports them to take care of their own personal hygiene and to communicate their needs. Participation in organised group activities encourages children to listen, take turns and follow instruction. These skills help with the smooth move on to school.

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

Children happily arrive at the childminders. They are pleased to see her and quickly choose toys to play with. They move around the home with confidence and happily approach the childminder for assistance and cuddles. Children have formed close attachments with the childminder and this means their emotional well-being is supported.

Children play in the lounge and breakfast room, where a selection of toys and resources are easily accessible for children to self-select.

Children's health and welfare with regard to safeguarding is not sufficiently supported as the childminder does not have an adequate understanding of child protection. However, the childminder ensures her home is clean, organised and safe for children to play. Children learn about their own personal safety as the childminder teaches them about road safety when walking outdoors. They take part in fire drills and understand what to do in an emergency. Children's behaviour is generally good overall as they know what is expected of them. The childminder has clear boundaries that children understand. She is generally sensitive to their needs, calm and reassuring. Children are praised for their efforts. For example, babies learning to walk are told how clever they are and show genuine delight at their achievements.

Following the last inspection, the childminder now ensures children are learning about healthy lifestyles. Children are reminded of the importance of washing hands before eating and when using the bathroom. Drinking water is now readily available for children throughout the day. While most children bring their own snacks and meals the childminder is mindful to promote healthy, nutritious food. Children have opportunities for exercise and fresh air daily, as they walk to and from pre-school or school. They play in the park to develop their physical skills, such as climbing, balancing and running at speed. However, the childminder does not make best use of her home as children are not able to routinely choose when or how they play in the garden. The childminder uses planned activities to prepare children for their next steps in learning. For example, organised trips to the local toddler group and some activities at the children's centre help children develop their confidence when meeting new people and this, in turn, enhances their social skills.

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

Children's welfare cannot be assured as the childminder has an insufficient understanding of the safeguarding and welfare requirements within the Early Years Foundation Stage. This impacts on children's safety. The childminder is unsure of the types of possible abuse and is not able to recognise signs and symptoms that may cause concern. This means children's well-being is not protected. The childminder has a policy and procedure to follow should she have concerns. However, the childminder is not clear about the guidance she should take account of in order to keep children safe. She does not have procedures in place to implement should a child become lost or go uncollected, which means that she is not well placed to act swiftly or in children's interests. The childminder does risk assess the areas children use to ensure they are safe and ensures that all adults of the household have completed appropriate checks to ascertain their suitability. She understands the importance of ensuring that adults who she knows to be unsuitable do not have access to children and has appropriate procedures in place to make sure this does not happen.

The childminder does not have an adequate knowledge and understanding of the learning and development requirements within the Early Years Foundation Stage, and in particular

the importance of focussed assessment and observation. This means children are not making good enough progress. Since the last inspection, the childminder does now keep some records of children's progress. However, this is not robust or consistent as some children have not been included in this process. This means the childminder is unable to recognise their progress and plan activities to support their ongoing learning. The childminder has attended some training since the last inspection and has received some support from the local authority development worker, but she is not proactive in identifying further training needs and areas for improvement in her practice that will have a positive impact of the provision for children.

The childminder has established positive working partnerships with the parents of children attending. They are warmly welcomed into the home and verbally exchange useful information about their children, as the childminder takes time to chat with them. Some information, such as a complaints policy, is displayed for parents to view. However, the two-way flow of information for parents is limited. Information regarding the protection of children is not shared and this means the childminder is not meeting the requirements for the Childcare Register. The childminder understands the importance of working in partnership with other early years settings children in her care attend. For example, she has made contact with the local pre-school, nursery and primary school and shares some information to ensure continuity of care. Parents express their satisfaction in the care their children receive and are very complimentary about the childminder. They comment that their children are happy and have settled well.

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:

- improve knowledge to ensure procedures to safeguard children from abuse and neglect are robust (compulsory part of the Childcare Register)
- provide parents with updated written statements of safeguarding procedures (compulsory part of the Childcare Register)
- provide parents with updated written statements of safeguarding procedures (voluntary part of the Childcare Register)
- improve knowledge to ensure procedures to safeguard children from abuse and neglect are robust (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. 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	250766
Local authority	Suffolk
Inspection number	985758
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	29/10/2013
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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