

Inspection date	05/11/2014
Previous inspection date	16/07/2014

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		2
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 understands her role and responsibility regarding child protection and the action to take if she is concerned about a child's welfare. As a result, children are adequately safeguarded from abuse.
- The childminder sensitively supports children with the transition between home and her care and develops warm and caring relationships with them. Consequently, children settle well and are very happy and secure with her.
- Children can freely and easily access a suitable range of toys and resources, promoting their independence and encouraging them to investigate.
- Positive and trusting partnerships are established with parents and regular communication is encouraged regarding children's welfare, which promotes a continuity of care.

It is not yet good because

- The childminder does not always fully recognise and utilise opportunities to maximise and extend children's learning and promote their continued progress.
- The childminder's method of monitoring children's progress is not fully embedded and robust. Consequently, children's progress and stage of development is not always clearly identified.
- The childminder has not fully established strategies to engage parents in their children's learning to promote their continued learning at home.

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 lounge/diner and viewed all areas of her home and garden used for childminding purposes.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her. The inspector also spoke to the childminder's husband, and when appropriate, interacted with the minded children present.
- The inspector looked at the childminder's documentation relating to children's learning and development, accident and medication records, written risk assessments and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of members of the household.
- The inspector took account of the views of parents spoken to on the day and from references written for the inspection.

Inspector

Hazel Meadows

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 husband in a house in Felixstowe, Suffolk. The whole of the ground floor and the garden are used for childminding. The family has some pet fish in a tank. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years. She supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- fully utilise all opportunities to extend children's learning through planned and spontaneous activities, to ensure that all children, particularly the older or more able children, are offered a greater level of challenge and interest to encourage their continued progress
- implement more thorough and focused monitoring of children's learning to ensure that observation and assessment clearly and accurately identify children's stage of development and individual needs, to enable precise and effective planning for the next stage in their learning.

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

- enhance children's learning by improving strategies to encourage parents to share information about their children's achievements and use opportunities to promote continued learning at home.

Inspection judgements

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

The childminder establishes each child's capabilities and starting points through discussions with parents and her own observations and knowledge of child development. She recognises some areas where children may require additional support and her input, particularly with younger children, is helping to close any gaps in their learning and development. Since her last inspection, the childminder has started to undertake more

focused observations, which are recorded in each child's learning journal. The childminder uses some of her observations to identify broad next steps in children's learning. She completes tracker sheets to monitor their progress in each area of learning. However, she does not date the tracker sheets, and consequently, they do not provide an accurate assessment of the children's development. Therefore, the childminder does not have a precise view of children's individual needs. This means that she is not always able to fully recognise and build on opportunities to provide suitable learning experiences that challenge children and effectively meet their individual needs. For example, when they snuggle up with the childminder on the settee to listen to a story, she does not fully challenge them by taking the opportunity to raise their awareness of the rhyming text and encourage their involvement more fully. The childminder carries out the progress check completed between the ages of two and three years, which are shared with parents. Parents are able to view their child's learning journal at any time. However, the childminder does not routinely seek parents' contributions about their children's learning or suggest activities they can try at home, to enhance their progress.

Children are learning skills to support their future learning. For example, they independently access the resources available, making their own choices and are able to follow simple instructions. The childminder liaises with staff at the school and nursery regarding skills she can help the children with, to support their transition onto the next stage of their learning. For example, she encourages children to put on their own boots and shoes. Younger children become familiar with the school and nursery when they accompany the childminder as she collects older children, which helps prepare them for their future move to school. A folder containing photographs of the route to school helps children understand part of the daily routine. Children are taken on regular outings, which helps them learn about their local community. They have daily opportunities to develop their physical skills as they play outside in the well-equipped garden or at nearby play areas.

The childminder generally supports children's communication and language skills well. For example, she encourages conversations with them and reflects back correct wording to them, such as, 'I would like' rather than 'I want'. Good use of a walkie-talkie encourages older children's language and listening skills. The childminder proactively supports any children who speak English as an additional language. She finds out words to use in their home language, to promote easier communication with the children and their families. Children explore the activity and action-reward toys and the childminder gives them time to work out how to operate them. Their imaginative play is well supported through the use of small play figures, toys and props. On occasions, older children focus for some time, making up their own games with the cars and garage.

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

The childminder works closely with parents to support each child with their transition from home into her care. She offers trial sessions to help children settle in gently. The childminder has discussions with parents and uses her own observations, to help her understand and get to know each child and their routines. The childminder is caring and attentive to the children and they are happy and relaxed in her care, which supports their

emotional well-being. Children are well behaved and respond well to the childminder's calm and patient manner and the regular routines. They play alongside each other well and are learning to share and take turns. The childminder treats them with kindness and respect, and values their individuality. Children are happy, confident and inquisitive, which is building a good foundation for their transitions to other settings and, eventually, to school.

The childminder offers a welcoming home and provides a broad variety of good quality toys and resources, both indoors and outside. Toys in the lounge-diner area are easily accessible, encouraging children to make their own choices and promoting their independence. A further range of resources, mostly suitable for older children, are available in a playhouse in the garden. The childminder supplements the toys and activities she has at home by visiting local play areas and children's groups. The childminder ensures all areas used by the children are safe. This gives them liberty to move around her home freely. She offers reminders, as required, to help children learn about how to keep themselves safe. For example, she reminds children to walk indoors and to help pack toys away when they have finished so they do not trip over.

Children are developing healthy lifestyles. They have daily opportunities for fresh air, daylight and exercise in the secure rear garden or at local parks and play areas. Children are developing an understanding of good hygiene habits, through reminders and regular routines. For example, hand washing is promoted before eating or after toileting. The childminder works closely with parents to find out about children's diets and promotes healthy meals and snacks, encouraging children to make positive food choices. Children are offered a variety of healthy drinks and their beakers are readily accessible, to encourage them to drink enough to ensure they are well hydrated. Children are able to sleep and rest downstairs, according to their individual needs. The childminder is sensitive and responsive to their individual moods and health needs, for example, if a child is feeling unwell or is getting tired. The childminder maintains close communication with parents regarding their children's well-being. For example, she completes a daily diary of their welfare needs, such as sleep times and the food they eat, to share with parents.

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

The childminder has a sound understanding of child protection issues and of her responsibility to keep children safe from harm. She has completed safeguarding training and has written policies and procedures to refer to, should she have concerns about a child. Members of the household and regular visitors have completed Disclosure and Barring Service checks. The childminder has written risk assessments for her home and for outings and adequately supervises the children to ensure their safety. Fire evacuation routines are regularly practised to ensure they are familiar with the process and that it works effectively.

The childminder demonstrates a firm commitment to improve her practice. She willingly attends training courses and welcomes support visits from local authority staff. The knowledge gained from these is reflected in some of the improvements made. Since her

last inspection, the childminder has made considerable effort and has suitably addressed most of the actions identified at her last inspection. However, monitoring of children's development in each area of learning is not sufficiently robust; to enable the childminder to plan precise and challenging learning experiences, and accurately indicate their progress towards the early learning goals. The childminder has recently reviewed her practice and has comprehensively completed an Ofsted self-evaluation form. She has accurately identified some well-targeted areas for improvement. For example, she recognises the need to gain more understanding of the characteristics of effective learning, to continue to enhance the quality of teaching. The childminder welcomes feedback and comments from parents, both verbally and via a suggestion box and also asks children for their ideas and suggestions, to further improve her practice.

The childminder's documentation is generally well organised and is readily available for inspection. All required records are maintained to support children's welfare. Signed parental consents are obtained from parents to ensure children are cared for according to their wishes. A well-presented notice board in the hallway displays essential information for parents. The childminder establishes trusting partnerships with parents. She maintains regular communication with them, verbally and via daily diary sheets and text messages, to promote children's well-being. However, sharing of information about children's learning is somewhat variable. Parents' comments, received directly to the inspector or via references written for the inspection, are very positive and complimentary. Parents value the childminder's flexibility and the regular feedback offered. They state the childminder is well-equipped and that their children enjoy attending. The childminder establishes positive links with the local school and nursery, promoting continuity and a cohesive approach to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY344753
Local authority	Suffolk
Inspection number	984069
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	16/07/2014
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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