

**Inspection date**

01/10/2012

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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 2

**The quality and standards of the early years provision**

**This provision is good**

- The childminder is warm, relaxed, and flexible in meeting the needs of families. She values children's ideas and extends well from child-led play.
- The childminder makes very good use of space in her home to support all areas of learning, giving children a wide variety in their play both indoors and out.
- The childminder understands the starting points of individual children enabling them to learn at their own pace. She uses innovative ideas based on their interests, particularly around music, to develop many areas of learning and build their confidence.
- The childminder works closely with parents to share ideas, enabling them to continue to support all areas of children's learning.
- The childminder is very reflective in evaluating the day's events, and her overall service to bring about improvements and plan future activities for individual children.

**It is not yet outstanding because**

- Some resources such as equipment to promote children's skills in technology are not readily available for children to explore and investigate.
- The systems for working in partnership with all other early years providers children attend is not fully robust to share information about children's progress and development.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and the quality of care and learning offered
- The inspector held discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at a range of documentation.

## Inspector

Kerry Iden

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her husband and their two teenage children in the village of Westergate, close to the city of Chichester, West Sussex. The children have access to the whole ground floor of the childminder's home. The family has a dog. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for 14 children, nine of whom are in the early years age group, and all attend on a part time basis.

The childminder visits local groups, collects from schools and visits local parks and other places of interest.

### **What the setting needs to do to improve further**

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

- extend arrangements for information sharing and partnership working with other providers and schools in order to identify all children's needs and help them to make progress
- enable children to freely access resources that promote their skills in technology and investigation so they can be used and combined in a variety of ways.

### **Inspection judgements**

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

Children have settled, feel relaxed and comfortable and have close and trusting bonds with the childminder. They are happy, busy and making good progress from their own starting points. Children are active in choosing resources and becoming involved in activities. Routines through the day, such as preparing to go outside to play, help children learn to be independent. They enjoy the wide variety of interesting and innovative activities the childminder offers, both inside and out. The childminder makes excellent use of a covered area outside to encourage children to play outside whatever the weather. Through rainy days, children are excited to use the umbrellas. They are encouraged to listen to the different sounds they hear in the garden or share stories undercover in the tent. Children are also able to express their creativity outside with many resources and planned activities. While painting, children choose their preferred tools as they use a variety of resources provided or find their own such as stones or other objects they find. Inside they continue to develop very well creatively. Musical instruments are a favourite amongst children as they incorporate these with songs and action rhymes. Homemade resources are also a source to be creative. Children use excellent hand-eye coordination as they pour coloured rice and lentils into long tubes to make their own shakers.

Children continue to develop their awareness of shape and space through everyday play. They are also further developing their mathematical skills through routines as the childminder uses numbers in meaningful ways. For example, as children prepare to go outside to play they look to see how many boots and how many socks they need. Communication and language, and children's literacy are promoted well by the childminder through discussion, sharing books and singing activities. She uses children's interests such as singing to support their language development and build vocabulary. Dedicated cosy

spaces for shared stories are inviting. They offer a variety of literature to promote reading for pleasure. The childminder also incorporates some interactive stories and suitable electronic programmes. The childminder has extended her resources in technology for example, magnifying glasses and bug boxes within specific activities although such resources are not available for children to investigate freely at any time.

The childminder is very enthusiastic in her work and has a very secure understanding of how young children learn across all areas. She allows the children to initiate play throughout the day but her interactions enhance their enjoyment and learning opportunities. She has a good understanding of the individual children in her care. Consequently, she supports their learning well, enabling all children to make progress. She uses effective systems to record her observations on children to help her prepare the required two-year-olds' progress reports. These provide the childminder with further detailed information for future individual planning. Parents are actively encouraged to share in their children's learning. Sticker systems enable parents' observations to be included in their child's development records. The childminder also talks to parents about areas where children need extra support. Therefore, learning plans are tailored to the needs of each family.

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

Children have established trusting relationships with the childminder enabling them to relax and learn through play. The childminder provides the children with a secure and safe home where they feel calm and comfortable. The resources around the home are of good quality and support all areas of children's learning. Most are accessible for children to make independent decisions about their play. The environment is conducive to learning. Different areas of the home support different types of play. Quiet spaces enable children to snuggle up for shared stories or day time sleeps. Other areas, both inside and out provide opportunities for stimulating activities. Print and labelling around the setting supports children's understanding that print carries meaning while the new additions of photograph boards encourage conversation and to recall past events. Children engage well and stay focused in their activities for a prolonged time considering their age.

Children feel safe. They are gaining an understanding of managing risk through activities, close supervision and ongoing discussion from the childminder. For example, they learn to use scissors correctly at the table. Through imaginary play, they learn that the cooker is 'hot', while pretending to make meals. They are also developing a good understanding of healthy lifestyles through routines and discussions. Children independently wash hands and use their own hand towels in the bathroom. They follow the childminder's good role modelling for effective hygiene practices. The childminder offers the children all freshly prepared snacks and some meals throughout the day. All meals are eaten at the table where the childminder promotes table manners as they children learn good social skills. Children engage in a range of physical activities, both indoors and out of the home, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

The childminder encourages independence and values children's choices in play and activities. She enables them to solve problems through play, make decisions and try new experiences. This helps children remain busy and focused which maintains positive behaviour. Activities and experiences are varied, and support all areas of learning. The childminder understands the progress individual children are making. Therefore, the children are developing the skills they will need for future learning and the next stages in their development.

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

The childminder has a strong understanding of meeting all the requirements of the Early Years Foundation Stage. She has kept up to date and implemented new systems to reflect the revisions to the framework and successfully implementing these in practice. She understands how children learn and offers a broad and stimulating range of activities that support all areas of their learning. She also understands how individual children need to make progress from their individual starting points and considers these closely when assessing and reporting to parents. Therefore, children are able to learn at a rate that suits their needs.

The childminder also has a good knowledge of procedures she must follow to safeguard children. She offers them a safe and secure home where she assesses risk throughout the day depending upon the children present, for example, knowing she can use small resources through supervised activities. The childminder has a good understanding of her responsibility towards the protection of children. She shares this with parents through her written policies and follows her procedures if she has a concern about a child's well being. The childminder maintains a clean and well-organised environment. Good hygiene procedures reduce the spread of any infection and effective procedures are in place to administer medication and reporting on accidents.

The childminder has established strong links with parents, she values their knowledge of their children and shares ideas so parents can support their children's learning at home. The childminder has previously established some links with other Early Years providers. However, this is not routinely in place including those that have just started school to share observations of children's development and work collaboratively towards common goals.

The childminder is motivated and enthusiastic in her work. She has a reflective nature and the ability to be self-critical. She uses diary entries of each days activities and considers how these can be improved next time. She has a drive for improvement and is keen to increase her knowledge and skills through ongoing training. Through self-evaluation, the childminder has considered ideas that will have a positive impact on children's time in the setting.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY437660
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	786808
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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 that are usually their 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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