

Inspection date

01/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish in the childminder's care and make excellent progress with their learning and development.
- Children play exceptionally well together and their behaviour is excellent.
- Excellent partnerships are established with parents. The childminder keeps parents very well informed about their child's development.
- The childminder provides a highly stimulating environment for children's care and learning. Overall, she has an extensive range of resources which effectively support children's skill development in all learning areas.
- Documentation to support the childminder's practice is comprehensively detailed and regularly updated.

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 discussed activities observed at the inspection with the childminder and how these supported children's learning and development outcomes.
- The inspector viewed children's development records.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector sampled the childminder's range of documentation, including her policies and procedures.

Inspector

Catherine Hill

Full Report

Information about the setting

The childminder registered in 2010 and lives with her partner and three children, aged 14, 13 and two years, in a residential area of Billingshurst, West Sussex. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the

early years age group during the week. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association. She is a qualified primary school teacher and also has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the educational programme for mathematical development and children's awareness of numbers by extending the display of numbers, for example, by using number labels within the outdoor environment.

Inspection judgements

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

Children have a fantastic time at the childminder's, where they receive high quality care and learning experiences. The childminder has an excellent understanding of how to support and challenge children's learning through gentle questioning, discussion and demonstration. Assessment of children's development is ongoing which allows the childminder to quickly identify their needs. She maintains comprehensively detailed development records for children, with written plans which clearly show individual children's next steps in each learning area. The next steps are regularly updated with a progress review and parents are informed as their child's next steps are updated. The childminder recognises the importance of involving parents in their child's learning. Parents complete an 'All About me' form when their children initially start with the childminder with details of their starting points. As well as sharing children's written progress review with parents the childminder also shares parent story sheets. These provide parents with an opportunity to share observations of their children's learning at home, and they are able to add comments about the next steps in progression for their children. Parents confirm they are 'delighted' with the 'thorough written report' produced about their child and state the childminder is a 'fantastic teacher'.

Children are making excellent progress in developing their future skills to effectively prepare them for the next stages in their learning. They are totally at ease in the childminder's care and actively engage in meaningful play experiences. The childminder successfully supports children's development in both the prime and specific areas of learning. Children communicate confidently with the childminder to make their needs known. They understand and follow simple instructions, for example, to help tidy away.

They show they feel comfortable in the minding environment, and demonstrate their creative abilities, as they make up simple songs and sing them as they tidy. They use their imagination well, and show an understanding of positional language, as they talk about going 'underneath' the table to shelter from an imaginary thunder storm. Children show an enthusiasm for learning through play as they get excited at the prospect of making cakes from modelling dough. Children show good control of their movements as they pour flour and salt into a bowl and take turns mixing the ingredients. The childminder talks to children throughout the activity, asking them questions to make them think, She uses descriptive language to help reinforce and further develop children's vocabulary. For example, as children manipulate the dough she discusses how they are 'rolling, patting and squeezing' it which helps them make links between their actions and spoken words.

Children show an interest in literature as they nestle on the childminder's lap to listen to a story about animals. They have fun as they choose items from a song sack and join in with action rhymes linked to the item. They giggle and laugh as they join together for the 'ring of roses' rhyme and enjoy themselves so much they ask to repeat the activity. The environment is rich in print which enables children to develop their understanding of print carrying meaning. There are some printed numbers on display to develop children's awareness of number, but these are limited to the indoor play environment. Children show a clear understanding of size as they identify the big and little cakes they have made. The childminder encourages children to develop their knowledge of the sequence of numbers as she sensitively supports them in counting candles on their cake.

The childminder is an experienced and qualified teacher and fully understands the requirements regarding the progress check to be completed for children, aged two. She plans and provides an excellent range of activities and experiences for children which support skill development in all areas. Children have been able to learn about diversity through activities related to the Chinese New Year and Diwali for example. They learn about their local community and develop their social skills through outings with the childminder to places such as, soft play areas, music groups, parks and a nature reserve.

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

The childminder gives upmost priority to children's welfare and has highly effective systems to ensure children's transition from their home to the minding environment fully supports their needs. Excellent, comprehensively detailed information is shared with parents when children first start. The childminder offers home visits so children can get to know her within their own, safe environment. The childminder provides children with as many settling-in visits as necessary until they are familiar with her and her home and are confident to be left. Children have excellent relationships with the childminder as a result of the care taken initially to settle them. They turn to the childminder readily to chat or for support. This shows they feel safe and secure in her care, in the knowledge she will meet their needs. Children have positive relationships with each other and play exceptionally well together. Their behaviour is excellent as they are actively occupied with play which interests and stimulates them. They very amicably share resources, such as the small world tea-set, and patiently wait their turn to stir a cake mixture. They have a strong

sense of belonging in the childminder's home, developed by having their own named towels and name labels. They are confident and have high self-esteem and proudly point to photographs of themselves on display.

Children have access to an extensive variety of high quality resources, made from both natural and manmade materials. Resources support skill development in all learning areas. The childminder is proactive in making resources which appeal to children and support their developing independence. For example, she has made a choosing book. This includes annotated photographs of resources stored elsewhere, which children can select if they would like to play with them. She has also made a book about diversity, using photographs of young children throughout. This helps children to develop an understanding of how children have differences and similarities and learn to value and respect others.

Children show an understanding of safety as they demonstrate through discussion with the childminder their awareness that touching a hot oven could make them poorly. They take part in regular practices of the childminder's fire drill which reinforces their understanding of how to keep themselves safe in the home. Children are effectively supported in developing a healthy lifestyle. The childminder provides them with healthy meals and discusses healthy foods with them. Children show a clear understanding of routine hygiene practice as they wash their hands before eating. They demonstrate good self-help skills as they confidently and carefully hold their cups when drinking. Their physical development is very good and they enjoy demonstrating their range of movements, for example, as they roll across the floor.

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

The childminder is a dedicated professional who has an excellent understanding of her responsibilities in meeting the learning and development, safeguarding, and welfare requirements of the Early Years Foundation Stage framework. She organises her practice exceptionally well to provide a highly stimulating and welcoming environment for children. Documentation to support her practice is of high quality and well maintained. The childminder continually monitors and assesses children's learning. She devotes her time to ensuring children are happy and have a wealth of opportunities to develop their skills, in good preparation for their future learning. She closely, but sensitively, supervises children as they play and has completed detailed risk assessments to ensure children play in a safe environment. She has attended safeguarding training and has a secure understanding of her responsibilities with regard to child protection. She has a detailed policy to underpin her practice in this area, which she shares with parents.

Excellent and highly successful partnerships are in place with parents to engage them in their child's learning. Parents are effusive in their praise of the childminder and provide glowing testimonials confirming their satisfaction with all aspects of her service. For example, they state that the childminder provides, 'excellent quality meals' and they are 'impressed with the daily log about their child's activities'. Parents find the childminder to

be, 'extremely flexible', well organised, patient and kind', while providing, 'an excellent level of care'. Positive partnerships are also in place with other providers involved with children's care with relevant information about children's learning needs shared to promote consistency in meeting these needs.

The childminder is a reflective practitioner and has completed Ofsted's self-evaluation form with a detailed assessment of her practice. She recognises her strengths and has identified areas for improvement. She would like to access further training to extend her knowledge of early years practice and also has ideas of how she would like to further improve her observation records of children's learning. She takes responsibility for her development by researching information on the internet and reading relevant literature. The childminder also continually assesses areas of practice against government information, for example about providing enabling environments for children.

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

Unique reference number	EY412944
Local authority	West Sussex
Inspection number	736836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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