

Inspection date

Previous inspection date

31/10/2012

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

- Children develop confidence and enjoy their time with the childminder, who encourages them to take part in a wide range of activities and play experiences both inside and outside the home.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none is disadvantaged.
- The childminder shows a commitment to keeping her skills updated, has a professional approach to her childminding and is committed to continual improvement in the setting and providing very good care.
- The childminder has a very good relationship with the parents who are kept fully informed of their children's progress and are encouraged to share information about their child's learning and development at home.

It is not yet outstanding because

- The childminder is developing a good knowledge of the different areas of learning. She is less secure in her knowledge of how to plan the educational programmes for each area, to include all the children, planning first hand experiences and challenges appropriate to the ages and development stages of the children.

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 the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor environment.

Inspector

Alison Large

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young sons in the Horsham area of West Sussex. The whole of the home is registered for childminding, but the childminder mainly uses the ground floor. Children have use of a garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for one child in the early years age group on a part time basis. The family have no pets. The childminder has a relevant childcare qualification.

What the setting needs to do to improve further

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

- strengthen the systems for planning for the different ages of children to allow first hand experiences and challenges appropriate to the development of the children.

Inspection judgements

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

Children are happy and settled and enjoy the time they spend in the childminder's care. The childminder has good systems for establishing children's starting points. She uses this information to plan appropriate activities that enable children to make good progress in their learning and development. Children's physical development is fostered well through the daily outings children undertake with the childminder. They go for walks and visit play areas and parks where they can benefit from opportunities to move freely and explore their surroundings. Children are able to make choices and develop a good sense of belonging as they move around the setting with increasing confidence. The childminder provides suitable activities and resources to help children develop in their learning. They particularly enjoy participating in collage activities using glue and scraps to develop their creativity. The childminder quickly gets to know the children and speaks knowledgeably about their stages of development.

The childminder makes observations and assessments of each child's progress and is identifying the next steps in children's learning. She has a clear tracking sheet for each child to show the progress they are making in each age group and area of the Development Matters guidance book. She is developing a good knowledge of the different areas of learning. She is less secure in her knowledge of how to plan the educational programmes for each area, to include all the children's different age groups, planning first hand experiences and challenges appropriate to the ages and development stages of the children. Parents are well informed about their children's learning and development, via daily discussions and the folders of their children's progress. The childminder has yet to implement the two year old progress check, but her good knowledge of the children she cares for, along with the assessment records she keeps for each child, will ensure she is confident to complete the check.

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

The children are secure and happy in the childminder's care; she obtains information from parents about likes and dislikes, and children's routines when they join the setting. Children learn to keep safe as they take part in the emergency evacuation procedure and follow safe procedures when out walking and crossing roads. The childminder enables every child's needs to be successfully supported and their protection assured. Healthy meals and snacks are provided in accordance with the parents wishes, and drinks are readily available throughout the day. The children learn about good hygiene routines as they are encouraged to wash their hands after messy play and before eating. Children's behaviour is good because the childminder has effective behaviour management strategies in place. She treats children with respect and uses lots of praise and encouragement to promote their self esteem. Children are polite and kind to each other, often sharing toys or helping the younger children to find particular toys. The stimulating environment, the range of resources and activities provided, ensure the children are motivated, and also helps them develop their independence.

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

The childminder offers a welcoming environment and is caring and works closely with the children. She is keen to keep the development of her childminding ongoing, through the good range of resources provided and her commitment to attending additional training, to further her knowledge. This benefits the children she cares for as she provides good childcare which is well organised and runs efficiently. Effective systems are in place and fully understood by the childminder to ensure children remain safeguarded throughout their time at the setting. The childminder has a very good understanding of child protection procedures and is fully aware of her role and responsibilities. Written risk assessments are in place and used to ensure that all areas accessible to the children remain safe and free from hazards. She has a good range of policies and procedures which have been effectively implemented and shared with parents. Equality and diversity are promoted well. The childminder demonstrates a good understanding of inclusive practice and encourages children to be involved in all aspects of their play and learning. There are no formal systems for self evaluation in place. However, the childminder is reflective and is identifying her strengths and some areas to develop. The childminder builds good relationships with the parents and ensures information is shared regularly to keep them fully informed about their child's progress. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good. The childminder enables every child's needs to be successfully supported and their protection assured.

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

EY438143

Local authority	West Sussex
Inspection number	795382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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