

Inspection date

Previous inspection date

20/11/2012

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

- The childminder has a good understanding of how to motivate children to learn by providing interesting activities.
- The childminder is committed to improving her own knowledge and skills by identifying and attending suitable training.
- The childminder creates a calm and friendly environment where children feel safe and behave well.
- Good partnerships are established between the childminder and other settings the childminder attend so there is continuity of care and monitoring of their learning and progress.

It is not yet outstanding because

- Opportunities for children to practise mark making and writing are not sufficient for them to experiment and learn about writing for different purposes.
- Although the childminder asks many questions, they are not always phrased to prompt children to make predictions.

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 the children engaged in activities in the childminder's lounge.
- The inspector had ongoing discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation such as planning and development records.
- The views of parents were obtained through written testimonials.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and two young children in Worthing, West Sussex, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. The family has two pet rabbits.

The childminder is currently minding three children in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and pre-school and attends a toddler group and childminding group on a regular basis.

What the setting needs to do to improve further

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

- provide more opportunities for children to write for different purposes.
- encourage children to think critically by making predictions.

Inspection judgements

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

Children have many opportunities to use their imaginations during their play with the childminder. She provides a wide variety of activities such as role play and small world resources. For example, children make the sounds of the fire engines and helicopters as they zoom around looking for fires to put out. They cooperate well with each other, suggesting roles and scenarios to act out in their game. For example, one child calls 'help' and the other rushes to save him. Many of the activities stem from children's interests, such as a role play activity about the travel agents'. After a holiday brochure arrived through the letterbox which the children looked at, the childminder created the agency. They have the brochures, a keyboard to type on, a calculator and telephone. However, there is not always enough equipment available for children to write with and practice their mark making skills. Children enjoy looking at letters and identifying which ones appear in their names. They sound them out phonetically and find them in many places such as books and the keyboard. The childminder plays with the children, chatting about what they are doing and encouraging them. She organises fun and interesting games such as feeling in a box to identify the contents. However, she does not ask questions that challenge them to guess and predict what the items might be.

The childminder records children's achievements in individual learning journeys. She uses her observations and photographs to demonstrate their progress and links them effectively to the Development Matters in the Early Years Foundation Stage framework. The childminder plans activities that will help move each child on in their development, incorporating all areas of learning. She establishes their starting point when they are first

in her care through completion of 'all about me' forms, in conjunction with their parents. Parents have regular opportunities to see their child's learning journey and share what they know about their child at home. This ensures parents contribute to, and are involved in, their child's learning. The childminder is aware of the requirement to complete two-year-old progress checks and has prepared documentation ready for when she needs it.

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

The childminder's calm disposition provides a good role model for children's behaviour. They are kind and polite to each other and cooperate well as they play. The childminder sets clear boundaries for behaviour and has high expectations for children to be polite and respectful, both of themselves and each other. The support the childminder provides as she devotes her time to the children means they have developed a trusting relationship with her. They are confident therefore, to approach her when they need to and ask her questions. For example, when the childminder offers a male figure to go in the helicopter children ask 'why' and then consider the reply. Then they ask for help putting him in the driver's seat as suggested.

The childminder's home is welcoming and child friendly. Resources are accessible to all children and arranged appealingly on different mats so they can easily play with what they want. The variety of learning opportunities and suitable resources provide a rich learning environment for children. They are encouraged to use the equipment wherever their activity takes them, such as taking equipment from inside to outside in the garden and playhouse. The childminder raises children's awareness of keeping themselves safe as they play and go about their daily activities. She reminds them to hold on as they walk up and downstairs, making sure their hands are not wet and slippery so they can hold on safely. When they go out, they wait for the red man to change to green before they can cross the road and know to stay in the enclosed section of the park. Some children ride their scooters on outings and are given strict limits as to how far ahead they can ride. This encourages children to enjoy being active while staying safe. The childminder talks to children about eating healthy food and talks about the food they eat and where it comes from. Cooking activities involve children going to buy some ingredients and see how it is prepared ready for eating. Children automatically wash their hands when they should, including before meals, so they can independently manage their personal care needs. When children are nearing school age the childminder finds out if any other children are starting the same school. This means the children can meet beforehand and see a familiar face on their first day.

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

The childminder fully understands her responsibility in meeting the learning and development requirements. She understands the seven areas of learning and the characteristics of effective learning as described in the Development Matters in the Early Years Foundation Stage framework. She uses the cycle of observation, planning and

assessments in order to support all children to close gaps in their learning. The childminder evaluates her practice on a weekly basis so she can adjust her planning and organisation of the activities. Depending on the children's response to the activities, the childminder can identify how effective the learning outcome has been. She has already studied childcare to level three and knows what further training would be beneficial to her practice and the children's care. For example, she has attended the 'Every Child a Talker' course and would like to study sign language to further aid language and communication with children.

Parents speak highly of the childminder and are pleased with how well their children have settled with her. This means they can confidently go to work knowing they are safe and being cared for as they would be at home. The childminder works closely with parents to support their parenting and involve them in how she helps their children learn and achieve. She acts as a messenger between other settings such as schools and pre-schools and the parents, passing on information each day. She discusses with the other settings how well the children are progressing, so they all complement each other in challenging and monitoring each child's progress. The childminder is aware of the importance of working with other people involved in the children's lives to support and protect them. She is aware of the signs that children may be at risk of harm and is confident about referring her concerns to the Local Safeguarding Children's Board to help keep them safe. The childminder maintains children's safety through daily checks and risk assessments, making any necessary adjustments to the environment and activities.

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	EY438837
Local authority	West Sussex
Inspection number	797073
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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