

Inspection date

Previous inspection date

13/11/2012

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

- Children have good opportunities to be independent in their play because the learning environment is very conducive to their needs.
- The childminder knows the individual children very well and tailors her care to their personal routines, personalities and learning styles.
- The learning journals are an accurate and detailed reflection of the child's progress through the Early Years Foundation Stage framework.
- The childminder has forged strong communicative relationships with parents.

It is not yet outstanding because

- The childminder does not involve children in creating their own solutions when they face dilemmas in play.

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 children's play, and talked with the childminder about their learning and development.
- The inspector examined documents and records.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and two young children in a house in Hassocks, West Sussex, near to schools, parks and shops. The whole of the ground floor and an upstairs bedroom are used for childminding. There is a fully enclosed garden available for outside play. There is a ramp to the front door and steps into the rear garden area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has nine children currently on roll, two of whom are in the early years age range. The childminder also offers overnight care for one child under 8 years.

What the setting needs to do to improve further

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

- encourage children to describe problems they encounter and to suggest ways to solve the problem.

Inspection judgements

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

The childminder has created an interesting learning environment with a broad range of toys and play equipment to support children's play in all areas of learning. Children enjoy using the dedicated playroom and they can be very independent because of the childminder helpfully labelling all the storage boxes with words and pictures. This means children can self-select and take part in tidying up as well. The garden is also an inviting play space with a trampoline and other physical play equipment. The childminder gives children maximum time to enjoy child-initiated play. She is always alongside to support them with their communication and language, expanding their vocabulary appropriately for their particular age.

Children are absorbed in play for lengthy periods and move between playing alone and as a group. This develops their social skills very naturally as they can choose how they want to play. The childminder is very skilled in supporting children to choose and offers different solutions if there is a dilemma. For example, when two children both want to play with a particular toy, she says they can take turns or offers an alternative toy. This quickly settles disputes but does not involve children in devising their own solutions, which does not foster children's critical and creative thinking.

The childminder has a very detailed and accurate knowledge of where each child is in their development as described in Development Matters guidance. Coupled with her detailed knowledge of children's individual dispositions and learning styles, she is able to expertly differentiate her plans to close any achievement gaps. For example, if children's physical development is not as strong as their communication, she will plan for compensatory experiences which she knows will entice the child. The childminder has created a very good format for recording children's progress. It includes daily observations of children's achievements in all areas of learning along with helpful photographs which illustrate the event. The childminder makes regular summaries of children's progress in each area of learning and uses these to set children's next steps. The learning journal builds into a high-quality record of children's development and it is very clear that they are making

good progress from their starting points. The childminder writes frequent summaries of children's progress through the areas of learning, sharing these with parents to enable them to become fully involved in their child's learning.

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

Children have good opportunities to build a strong bond with their childminder. She knows them very well as individuals and is very familiar with their care routines and personalities. This enables her to meet their individual needs very well. As a result, children separate confidently from their parents and use the childminder as a safe base from which to explore. They return to her for cuddles and reassurance and her affectionate, warm manner is very supportive to them. Children enjoy a high degree of independence and they are always absorbed in good quality play.

Children benefit from having balanced healthy meals. The childminder offers consistently healthy options, such as fruit. She helps children to eat according to their appetite by offering more when they have finished and by giving food in tempting ways to entice slow eaters. Children learn good hygiene routines because the childminder role models good practice and explains why it is important. In this way, children learn that washing hands before eating means that they 'won't have a poorly tummy'. The childminder supports children's physical development very well. She has a good range of equipment to meet children's needs across the age range. For example, babies can sit in a variety of supportive seats and nests to build their strength in sitting as they play. Older children enjoy using trampolines, soft play areas and frequent walks to develop their large muscle growth. Children also manipulate small objects as they play with a good variety of items such as play kitchen equipment and felt tip pens. This helps their small muscle development.

Children behave very well. The childminder is calm and firm when she is supporting children to play cooperatively, and they respond very quickly as a result. She is very consistent, which helps children to learn rules and support each other to do the right thing. For example, when taking turns the children remind each other of what the childminder has said. This helps children to be assertive and resilient in their play. Children enjoy taking responsibility for tidying up or cutting their own fruit, and show great pride in their achievements. They develop good friendships, showing empathy and care for each other as they play.

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

The childminder has a strong understanding of how to safeguard children's welfare and completes checks on all adults in the house to ensure their suitability to be with children. She has written detailed policies and procedures which explain to parents her responsibilities and guide her actions, should she have concerns about a child's welfare. The childminder has organised her home to minimise any hazards to children and she

supervises them very well. The childminder has a good awareness of the safeguarding and welfare requirements and skilfully arranges her timetable to ensure she is always within her ratios. She has a very professional attitude to her work and maintains records and documents in a methodical way. This underpins children's well-being.

The childminder is enthusiastic about her work and uses a variety of resources to find recording systems which support her work with the children. For example, the format for noting children's achievements is of good quality and helps her to meet children's learning needs. She is interested in training to develop her skills and also consults regularly with parents to obtain their views. This helps her to update her practice in line with current ideas alongside meeting her families' needs. Her self-evaluation process is practical and detailed, and as a result, she demonstrates a good understanding of her strengths and areas for improvement.

The childminder has a strong understanding of how to meet children's learning and development needs. She has created a learning environment in which children can be very independent and she has considerable teaching skills. The childminder monitors children's achievements closely so that she can identify any achievement gaps, and quickly address any issues that arise. Sharing children's individual learning and development progress with their parents helps to create a strong partnership with them. This partnership is rooted in frequent information sharing and strong communication. Parents are very appreciative of the childminder's skills, and state how much their children have developed as a result of her care. The childminder has built good relationships with schools so that she is aware of how to meet children's needs before and after school. She has a strong understanding that good communication between all parties creates cohesive and consistent care for the 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
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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	EY410570
Local authority	West Sussex
Inspection number	764902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
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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