

Inspection date

20/11/2012

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

- Children thrive in the warm and welcoming, child centred environment. The childminder ensures that she meets their individual care and learning needs, therefore they make good progress in their development.
- Children thoroughly enjoy their time with the childminder because they take part in a wide range of activities that are stimulating and fun.
- The play space within the home and the wide range of toys and resources are organised well, to allow children to follow their own interests and desires.
- The childminder undertakes regular self-evaluation, where she explores the feedback from parents to enable her to plan well-targeted areas for development.

It is not yet outstanding because

- Children do not always explore both two and three dimensional shapes to extend their mathematical development.
- The childminder does not consistently share children's developmental next steps with parents and other early year's settings that children attend to help support and extend their learning 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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the lounge and the kitchen/dining room.
- The inspector sampled children's information and development records.
- Ongoing discussion and joint observations with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and her policy sampled.
- Discussion took place with one parent in person, and other parents views were gathered through recently completed questionnaires.
- The childminder's online self-evaluation was read prior to the completion of the inspection and discussed at the time of the visit.

Inspector

Helen Penticost

Full Report

Information about the setting

The childminder registered in 2011. She lives with her school aged child in Horsham, West Sussex. The whole of the childminder's property, with the exception of one bedroom, is used for childminding purposes. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is caring for four children in the early years age group and six children of school age. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest and is a member of the National Childminding Association. The family have rabbits and guinea pigs.

What the setting needs to do to improve further

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

- provide children with more opportunities to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- develop further the sharing of information about children's learning with parents and other providers to enable consistency in learning for the children.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She has revised her observation, assessment and planning system in order to make it more effective. Children have an individual 'scrap book' where she displays photographs of children at play, alongside her written observations. The childminder uses this information to assess children's current levels of development and to highlight any potential gaps in their learning. Subsequently, her assessments inform her planning for individual children. This system enables her to demonstrate that children make at least good progress in their learning and development. The childminder has a full awareness of the requirement to complete an assessment for children between the ages of two and three years. She uses her documentation and

concentrates on identifying children's strengths, and any areas where the child's progress is less than expected. She has provided this information for the parents alongside her scrap book and next steps in learning information. Her system enables her to accurately assess two year old children's development and provide relevant information to aid their future progress.

Children thoroughly enjoy playing with the trains on the track set out for them. They use their senses to explore the different play people and animals and watch as the train makes its way around the track. They sort the animals from the people and are able to talk about the different colours and count how many they have. The childminder provides children with resources and activities that she knows they will enjoy, therefore sustaining and developing their levels of concentration. Younger children who are acquiring new skills gain support from the childminder. For instance, she provides children who are able to pull themselves to a standing position with interactive walkers and well positioned, low level furniture. Children are able to rest or sleep according to their own individual routines or specific needs. This supports their ever changing daily needs, for example, if they have not slept well the previous night.

Children take pleasure from piecing together the pieces of a puzzle and from playing games with the childminder. They take part in a game where their frogs collect balls and then show great mathematical skill as they count the amount of balls they each have. However, children do not always have opportunities to explore two and three dimensional shapes to fully support their mathematical development. Children become fully involved as they participate in creative activities. For example, they explore the interesting mixture of corn flour mixed with water called 'gloop'. The childminder gently encourages children who are a little reluctant by playing with the mixture herself and allowing the children to touch her hands. This simple encouragement develops their confidence and they soon show great delight as they make marks and pictures in the gloop with their fingers. They are able to describe that the mixture feels soft and that it looks horrible as it drips from their fingers. Children thoroughly enjoy these sensory experiences, which support their ever expanding vocabulary.

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

The childminder demonstrates a good understanding of appropriate behaviour management techniques. Young children play alongside each other harmoniously, watching as they each play and develop good friendship bonds. They show great affection for children younger than themselves and restraint if younger children accidentally disrupt their play experiences. The childminder sets out ground rules for children's safety but encourages them to show kindness to one another. The childminder also enables children to take risks but always with safety in mind and her in support to offer guidance.

Children develop a thorough understanding of the need for a healthy lifestyle and appropriate hygiene practices. For instance, children independently access the box of tissues and seek support from the childminder in blowing their noses. Children are aware of how to dispose of the tissue appropriately. They carry out daily routines, such as hand

washing, with care which enhances their well-being. Children enjoy a balanced diet through the home cooked meals and healthy snack options. For example, they have fresh fruit at snack time and access fresh drinking water independently.

Children access a wide range of toys and resources which are suitable and support their all round development. The toys are stored effectively in low level boxes and effective labelling using words and pictures supports children as they choose what they would like to play with. The childminder supports children who are making the transition to school by attending settling in sessions, discussing their questions and by providing suitable activities.

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

The childminder has recently attended child protection training to enhance and compound her existing knowledge and understanding. She demonstrates that she is fully aware of her role and responsibilities in safeguarding children. The childminder has a written child protection policy, which includes procedures to follow in the event of an allegation made regarding herself or a member of her household. She holds relevant guidance and supporting documents as reference should she have any concerns about a child in her care. These factors enable her to keep children safe.

The childminder demonstrates that she fully adopts a partnership approach with parents. She feels that this is vital in enabling her to provide good quality care for children and their families. The childminder spends the initial settling in period to develop relationships with the child, and observing and assessing their current level of development. On a daily basis the childminder communicates verbally with the parents and provides a daily diary if requested. Parents view their child's developmental 'scrap book' on a regular basis. However, the childminder does not yet consistently exchange next steps in learning information with parents or others providing early years education.

The childminder has many years of experience in childcare and holds a relevant early year's qualification. Since registration, she has compiled a fully comprehensive portfolio of written policies and procedures, which underpins the operations of the setting. The childminder seeks feedback from the parents through the use of questionnaires, which she then uses to influence her priorities for development of her setting. She has well targeted plans for the future development of her setting and she receives support from her local authority and local childminding coordinator.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY424067
Local authority	West Sussex

Inspection number	741873
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

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