

Inspection date

Previous inspection date

22/11/2012

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 spend a long time engaged in purposeful play with their favourite toys
- Children make good progress in relation to their starting points due to the childminder's well-focused planning and support.
- The childminder promotes children's health and safety well.
- The childminder is warm and affectionate. This fosters children's emotional well-being and gives them the confidence to explore new experiences.

It is not yet outstanding because

- Children enjoy a wide variety of stimulating activities. However, it is not always easy for them to access the resources themselves and make their own choices.
- The childminder plans a good range of activities for children to develop their early writing skills using different tools and media. However, these tools are not readily available at other times for children to use.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities.
- The inspector sampled documentation including children's learning records and planning.
- The inspector discussed childcare practices with the childminder.
- The inspector took account of the views of parents from letters.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two pre-school aged children. They live in Henfield, West Sussex near to schools, shops and parks. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There are some steps in the outdoor area.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently minding two children in the early years age range. She also offers care for children up to age eight years. The childminder attends local toddler

groups 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:

- increase children's literacy skills by making sure they have regular access to a varied range of equipment so they can freely make marks for a variety of purposes
- improve the storage of resources so that children have more opportunities to make choices.

Inspection judgements

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

Children thoroughly enjoy their time with the childminder. They have fun playing with age appropriate toys and resources. The childminder interacts well with children as they play. She talks about colours and counts the toys with the children as they play. The childminder skilfully uses open questions that extend children's thinking and develop their communication skills.

The childminder uses good observation and assessment systems. These enable her to accurately assess each child's stage of development and identify learning priorities. The childminder effectively plans and provides suitably challenging activities that help individual children continue to make good progress in all areas of learning. As a result, children develop well in the skills they need to secure future learning.

The childminder gains valuable information from new parents about a child's likes, abilities and interests. She makes good use of this information to provide resources that reflect the children's interests. As a result, children settle quickly and enjoy the activities. The childminder keeps parents well informed about their child's ongoing progress and achievements. For example, they regularly review the learning journals together. Parents are actively encouraged to contribute what they know about their child and to continue learning at home. The childminder is aware of the need to complete the progress check for children at age two years.

Children confidently and independently explore their surroundings. They show curiosity as they investigate the toys. Children learn to control and use simple technological toys. For example, they move the levers and buttons on the steering wheel to turn on the sounds

and make actions. Children show good imagination as they play with the toy vacuum. They spend a long time pretending to 'clean' the furniture, toys and floor. Children become engrossed in fixing the train track together. They show good manipulative skills as they make bridges using different pieces. Children enjoy moving their bodies as they listen to music. Children like the art and craft activities provided by the childminder. They have fun painting fir cones and creating pictures. However, children do not have independent access to resources and equipment to extend their skills in 'writing' and making marks for a variety of purposes.

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

Children form strong emotional bonds with the childminder. They show they feel safe and secure as they leave her side to play. Children behave well and form good relationships with their friends. The childminder consistently encourages children to share and take turns with toys. She makes good use of books to help children talk about, and explore their feelings. The childminder prepares children well for moving on to other settings. Overall, she supports and promotes children's growing independence well. Although, due to the way some of the resources are stored, children have to ask the childminder for help to access some of the toy boxes. This means they are not always able to make choices and initiate their own play independently.

Children develop a good understanding of the importance of healthy lifestyles. They adopt good personal hygiene routines. The childminder effectively promotes children's understanding of why it is important to get rid of germs before eating. Children enjoy a wide variety of healthy snacks and are encouraged to try new foods.

Children play in a very safe and secure environment. They enjoy the freedom to move independently around the areas of the home used for childminding. Children develop a good awareness of how to stay safe as they practise emergency evacuation of the home. The childminder makes good use of outings to develop children's awareness of road safety. Children have plenty of experiences indoors and outdoors where they develop good physical skills. For example, the childminder encourages children to take risks as they use more challenging play equipment in the parks.

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

The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements. She has a good awareness of her role and responsibility should she have a child protection concern. The childminder gives high priority to keeping children safe. She competently minimises risks to children in the home and on outings by using comprehensive risk assessment and safety checks. The childminder consistently maintains all the required documentation that helps her promote children's safety and welfare.

The childminder forms effective partnerships with parents. She works well with them to

meet children's individual needs and provide consistent care. For example, the childminder and parents exchange helpful information about a child's welfare in the daily diary. The childminder has a comprehensive range of written policies that she shares with parents. This enables parents to have a good overview of her childcare practices. Parents express very positive comments about the childminder. They are 'very happy with the care' their children receive. They comment that 'the communication we receive on the children's daily activities is outstanding'. The childminder has good systems for working closely with agencies should a child need additional support to help them achieve. She is forming good working links with other settings in order to promote continuity of care and learning for individual children.

The childminder shows a good understanding of the learning and development requirements. She is effectively evaluating and monitoring her educational programme. This helps her ensure that the activities she provides are helping all children achieve. The childminder regularly reviews and adapts her practices to meet children's needs. She actively seeks help and advice from other childcare workers in order to continue to improve her childcare provision. The childminder has successfully identified a number of areas for development. For example, she has plans to improve the outdoor area so it is a more stimulating learning environment for children.

The Childcare Register

The requirements for the compulsory 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

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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	EY446165
Local authority	West Sussex
Inspection number	800321
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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