

Inspection date	21/11/2012
Previous inspection date	04/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's health is promoted well as they enjoy nutritious snacks and meals and are developing good self-care skills.
- Children are cared for in a warm and friendly environment. The childminder has a clear understanding of each child and their individual needs.
- Children develop confidence and enjoy their time with the childminder, who enables them to take part in a wide range of activities and play experiences both inside and outside the home.
- The childminder has effective systems in place to ensure children's ongoing safety. This supports children's developing understanding of how they can keep themselves safe.

It is not yet outstanding because

- Children's behaviour shows that they feel safe in the setting although strategies to deal with situations effectively are not always consistent.
- The childminder recognises the main strengths of her provision but has not yet developed an effective means of evaluating her provision to further improve children's learning experiences.

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 the childminder interacting with children.
- Ongoing discussion with the childminder regarding safeguarding, in particular outings was discussed with the childminder and sampled documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and three children in a rural area in Newick, East Sussex. The majority of the childminder's bungalow is used for childminding. There is an enclosed garden for outside play. The childminder has two cats. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for three children in the early years age group. The childminder attends the local groups.

What the setting needs to do to improve further

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

- help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.
- further develop the self-evaluation process to include a clear and successful improvement plan that supports children's achievements over time.

Inspection judgements

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

The childminder demonstrates a strong understanding of her role and responsibilities in relation to the Early Years Foundation Stage. She has a good understanding of how to promote learning through play and keeps very clear records of how she plans to meet the children's individual needs. Activities are usually organised to support one or two specific areas of learning at the same time. The childminder plans a wide range of activities, which show a good balance of child-initiated and adult-led. The childminder organises routines to allow times for children to engage in boisterous play as well as quiet times. Where possible the routines of the youngest children reflect the sleep and meal times the child has at home. The childminder is using Development Matters publication to guide her in how she promotes learning opportunities for children. Children are keen to explore the toys and activities provided by the childminder. For example, they enjoy the opportunities to use sit and ride toys in the hall, developing their physical skills and coordination. The childminder has a precise understanding of how to promote their learning and uses an imaginative variety of experiences to interest them. For example, she takes children to places of interest in the local area, such as a music group to join in with moving to music. These groups enable children to extend their social skills and gain an understanding of their community. Children enjoy a varied educational programme. They express themselves as they use wooden spoons to bang a rhythm on an assortment of tins. This helps their developing hand and eye coordination and encourages their natural rhythm, exploration and investigation. Children also enjoy playing imaginatively with a toy cooker, pots and pans and pretend fruit.

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

Children are happy and settled in the childminder's care and build warm relationships with her. The childminder encourages children to have a go with new experiences, promoting their self-esteem and confidence well and helping them to gain new skills. For example, she encourages children to use indoor scooters and builds up their confidence to use them independently. Children access a good range of resources that are suitable for their age and stage of development. They are encouraged to develop their independence, making choices from the toys, finding their shoes or cup and learning to follow instructions. The childminder has a good understanding of keeping children safe. She has carried out a thorough risk assessment of her home and has identified the hazards. Measures are in place to minimise these, providing a safe play environment for children. Children are encouraged to move around independently under the careful supervision of the childminder. They learn how to negotiate the small step in to the conservatory and that they must wear their harness while in the highchair. Children learn the importance of a healthy lifestyle through regular exercise and fresh air in the garden, on visits to the park or outdoor areas at local groups. The childminder prepares healthy snacks of bread sticks, raisin bagels, satsumas and grapes and has an awareness of their dietary requirements through her documentation. The childminder implements good hygiene procedures and she protects children against cross-infection when drying hands or during nappy changing routines. The childminder frequently praises children, helping them to feel special and valued, and encourages them to try new experiences confidently. The childminder's behaviour management techniques are not always consistent to overcome minor conflicts. However, she does help children understand that throwing toys or pushing others is not acceptable and learning to share is important. The children are learning how to keep themselves safe as they are gently reminded not to climb onto the furniture. They respond to expectations, learn to include others, develop self-care skills and enjoy their activities. This supports children in feeling confident and helps children prepare for transitions in their life, such as starting pre-school or school.

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

The childminder is very caring and works closely with the children and their families. The childminder shows confidence and patience as she dedicates her time to joining in children's play. The childminder has a secure understanding of her role and responsibilities in relation to delivering the learning and development requirements. She uses her good understanding about child development to provide activities to keep children stimulated and interested. The childminder's good organisation means that children are well safeguarded. Childminder is suitably vetted and always supervises the children to promote their safety. She has a good awareness of child protection issues and has a clear safeguarding children policy, which informs parents of her responsibility to act on any concerns about the children in her care. The childminder fully promotes children's safety, both in the home and when out on walks or trips. She conducts clear risk assessments for outings to minimise hazards, so children can play safely. The childminder has a good understanding of the importance of keeping children safe and the safeguarding and welfare requirements of the Early Years Foundation Stage. A well-written policy is in place and implemented effectively, in addition to the necessary contact details for outside

agencies should the need arise. The childminder has carried out a self-evaluation process and has identified her strengths to develop. However, she does not record a clear improvement plan to continue to support children's achievements over time. The childminder liaises well with the parents and understands the importance of sharing information with other professionals who share the care of the children to meet their individual needs.

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 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	EY423857
Local authority	East Sussex
Inspection number	890433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	04/08/2011
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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