

Inspection date

Previous inspection date

17/12/2012

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 is skilled at interacting with children and extending their learning.
- The childminder provides a child-friendly playroom that is bright and welcoming with easily accessible toys and resources, which offer a good range of learning experiences.
- Knowing children's interests very well, enables the childminder to supply resources that encourage children to explore and enjoy new experiences, so they gain positive attitudes to learning.
- Children become independent learners who are developing very good self-help skills

It is not yet outstanding because

- The childminder does not do everything she possibly can to encourage parents and carers to contribute in the fullest way to their children's assessments.

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 the childminder's interaction, indoors and outdoors.
- The inspector read comments from parents and carers.
- The inspector read the childminder's on-line self evaluation before inspecting.
- The inspector sampled relevant documentation, including children's developmental records and daily diaries.

Inspector

Karen Scott

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in Steyning, West Sussex, close to shops, parks, schools and pre-schools. The ground floor of the property is used for childminding. There are some shallow steps into the home and an enclosed garden for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group on

a part-time basis. She also offers care to children aged eight to 11 years. The childminder collects children from the local school and attends toddler groups.

What the setting needs to do to improve further

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

- build on how parents and carers contribute to the assessment process so that the widest range of information is gained about children's learning at home, in order to guide their future learning as successfully as possible.

Inspection judgements

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

Children benefit from attending a setting where they participate in a good range of activities and play opportunities that promote learning well across all areas of development. The designated playroom has toys and resources that are easily accessible enabling children to make choices about what they play with, so they become independent learners. Children enjoy participating in a range of adult and child-led activities.

Before children start, the childminder works closely with parents and carers to find out children's favourite toys and activities so that she is able to provide a welcoming environment where children want to play. This system helps children to settle well and play happily. Continuous observations of children also help the childminder to see what children like to do and to plan interesting experiences for them. When she observes that a child spends time playing with toy cars, for example, the childminder introduces different textures, such as sand to encourage play with materials that are not so popular.

The childminder supports children well as they play, asking questions that extend their thinking, and engaging actively in activities, so helping to extend learning. Observing children also helps her to do this. For example, when playing with water a child starts pretending to make food so the childminder gets the toy dinner service and adds it to the water. Children are supported well to undertake more difficult tasks and are praised for their efforts.

Children share toys and take turns willingly, playing happily together and alongside each other. The environment provided encourages rich discussion. Children are developing good communication skills, talking through what they are doing and giving clear explanations. Children enjoy regular visits to the library and have favourite rhymes which

they join in with enthusiastically. Mathematical ideas are consistently introduced into play by the childminder resulting in children having very good counting skills. There are many opportunities for children to exercise and enjoy fresh air, such as on walks in the local area sometimes with the dog, in the garden and at parks. Children explore the garden, enjoy running and ride-on toys amongst other activities. A large chalkboard on the play room wall helps children to develop hand and finger control. A range of tools is used carefully to create from their imaginations when playing with dough. Children sing songs that help them to identify parts of their bodies. They enjoy pretend play, mimicking what they see others do. Each piece of artwork is individual and displayed prominently, so children feel that what they have created is valued. Children enjoy exploring the different sounds that musical instruments make and have favourite songs.

Each child has a useful 'Learning Journal' where the childminder places written and photographic observations of their play and development. The observations are dated and placed under the different areas of learning helping the childminder to see where children require further support and where they are making good progress. The childminder's assessments and her secure knowledge of the characteristics of how children learn and develop are helping her to build on children's knowledge and understanding from their starting points. There are regular opportunities for parents and carers to read their children's Learning Journals, but the childminder does not do all possible to encourage their contributions to the assessment process, in order to incorporate this knowledge into her systems and drive children's progress more rapidly.

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

Children have formed a strong relationship with the childminder and with other children, seeking out each other to play with. They feel safe and secure in the childminder's company, which gives them confidence to chat with visitors. The childminder organises her home well for childminding purposes. Toys and resources are in good condition and suitable for the children attending. They offer a range of useful learning opportunities and children make choices about what they wish to play with, knowing what is available to them. Before caring for children, the childminder finds out about children's care routines, working closely with parents and carers in order to make children feel at home. She also supports their children's development carefully, such as when potty training or learning to drink from cups.

Extremely thorough risk assessments of absolutely everything that children come into contact with help the childminder to provide a safe and secure environment. The childminder reviews this assessment regularly. When playing on climbing equipment, for example, the childminder supports children to play safely but also helps them to think about how to manage their own safety by holding onto hand rails and walking down steps one at a time. She takes many sensible precautions such as providing a separate place for the dog to play, to help her to do this. The childminder shares all policies and procedures with parents and carers so that they are well informed about her practice. This includes the safeguarding policy which is very informative and contains lots of helpful contacts, if required. The childminder is very well prepared for if she has any concerns about a child in

her care.

Children have helped to devise behaviour 'rules' and the evacuation procedure, which they have written and drawn pictures on. Emergency evacuations are also practised so that children are not alarmed in case of a real emergency. Children make choices about whether they wish to play in or outdoors and let the childminder know when they are cold and have had enough playing outside. When appropriate they are encouraged to use the bathroom independently and all children wash their hands knowing why and when they do so. Children are helped to think about healthy eating as they see posters showing fruits and vegetables.

The childminder is preparing children very well for their next steps in learning. Children are independent learners who are encouraged to look after themselves at appropriate levels resulting in them developing very good self-help skills. Due to the childminder's support, children are also developing good skills in all required areas of learning. The childminder has a close relationship with a local early years setting, where she works occasionally, and where children may eventually attend. This relationship means that she has a good understanding of what children will need to know and be able to do before they move on from her provision.

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

The childminder has devised an activity plan to show what a typical day will include for all children because she understands that all are at different stages and levels of development. This useful plan helps her to offer an environment that meets all children's individual needs. The childminder reviews children's Learning Journals which helps her to monitor the educational provision carefully and to identify where there may be weaknesses in what she offers. For example, on noticing a lack of observations under the area of literacy the childminder introduced more books and other ways of listening, such as using headphones. This monitoring system is helping the childminder to offer a good programme of activities.

The childminder is keen to provide a service that continuously evolves and improves. To help her do this she uses a national system that helps her be aware of her strengths and make sensible plans for improvement. The childminder values the views and opinions of the children she cares for and their parents and carers, asking them to make any suggestions that they feel will enhance her service and meet children's needs. Children comment that they enjoy their time with the childminder and that they particularly enjoy the dinners. Parents and carers are very happy with the childminder's service commenting that due to the childminder's input their children are making good development in all areas. They appreciate the daily diaries which inform them about their child's day, helping them to feel a part of it. The childminder also liaises with other early years professionals who offer support to build on her already good practice.

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	EY447249
Local authority	West Sussex
Inspection number	802602
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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