

Inspection date	14/01/2013
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and developing warm and secure attachments with the childminder.
- The childminder provides healthy meals, snacks and drinks for children according to their individual dietary requirements.
- The play space within the home and the varied range of toys and resources are generally organised well, to allow most children to follow their own interests.

It is not yet good 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 has not fully considered how to support younger children through planning challenging experiences.
- The childminder has not fully involved parents in practical ways to support their child's learning and development so these can be continued and supported at home.

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 the childminder interacting with the children.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- There were no parents present at inspection.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and three adult children, in a bungalow in St Leonards, East Sussex. The children use a playroom, with supervised access to the bathroom. Children use the decking area for outdoor play when it is made secure. The family have five cats and three dogs.

The childminder is registered on the Early Years Register and on the voluntary and

compulsory parts of the Childcare Register. The childminder currently has three children in the early years age group on roll, who attend for a variety of sessions. She receives funding to provide free early education for three and four year olds. The childminder's service is open all year round, Monday to Friday.

The childminder supports children who have English as an additional language. She has a level 4 National Vocational Qualification (NVQ).

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
- plan and organise equipment and materials that can be used with younger toddlers in a variety of ways to maintain interest and provide challenges
- review the systems in place regarding how parents are encouraged to contribute information about their children's learning and development at home.

Inspection judgements

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

The childminder is developing her knowledge of the Early Years Foundation Stage framework and the seven areas of learning. She has organised paperwork and implements systems to record observations for the children's development records. However, there is little evidence of how the childminder encourages parent's involvement in their children's learning and development. The childminder understands her role and responsibility towards providing a range of activities, which support children's development.

The supportive measures put in place to promote the development of children's personal, social and emotional skills and the strong relationships help to ensure the prime areas of learning are generally well delivered. Children express their imagination and creativity through their artwork and through role-play games in the sand. The childminder offers opportunities for physical play on a daily basis to support children's physical development, using a range of large and small play equipment in the garden and decking area.

The childminder supports children by joining in with their play, and showing them how to

use the dinosaur board game. Children watch and copy her actions, showing delight in their achievements. Older children show they have good relationships with the childminder, asking her to help them with a puzzle. She encourages children to develop their thinking skills by asking, 'Why do you think this piece goes there?' Children develop their mathematical skills as they explore the different shapes and work out where to put each piece. Children develop their language skills as they chat happily to the childminder about their ideas and thoughts as they play. She acknowledges younger children as they babble away. However, the childminder has not fully considered how to support and plan challenging activities for the younger children.

The childminder has good relationships with parents. She shares information verbally with parents about their children's achievements and records basic details about their care routines in a daily contact book. The childminder places an emphasis on supporting children to become independent. She encourages them to learn how to tidy games away before choosing another toy, and develop independence in their self-care skills. All these activities help prepare children for their move to pre-school and school.

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

Children are happy and settled in the childminder's care. They build warm relationships with her and she promotes their well-being. Children show that they feel safe and comfortable in the childminder's care because they are familiar with the environment and routines. Older children are confident to ask for help when they need it; and younger children snuggle up to the childminder for comfort and reassurance. The childminder supports the children to play co-operatively with each other. They learn to share the resources and take turns. The childminder also takes the children to different toddler groups in the local area. This further develops their personal, social and emotional development skills as they have opportunities to play with children of a similar age.

Children behave generally well and are learning challenging lessons in sharing, taking turns and helping others, for example, as they complete, a board game together. The childminder engages in children's play to help children understand that throwing sand or pushing others is not acceptable. They usually respond positively to the childminder's calm and consistent messages. However, the childminder's behaviour management techniques are not always consistent to overcome minor conflicts.

The childminder promotes children's health appropriately. Older children are encouraged to become independent in their self-care routines. For example, they independently ask to use the bathroom. Consistent routines, such as washing their hands before eating and after using the bathroom, support children in their understanding of how to be healthy. The childminder prepares healthy snacks of fruit, bread sticks and has an awareness of their dietary requirements through her documentation. She provides a generally clean and hygienic environment for children's play, wiping most surfaces down.

The effectiveness of the leadership and management of the early years

provision

The childminder has a suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She has appropriate systems in place to help safeguard the children's welfare, for example, risks assessments, records of visitors, policies and procedures. The childminder shares all her policies and procedures with parents, so that they understand her responsibilities when looking after their children.

The childminder carries out checks of all areas of her home before the children arrive each morning. This is to minimise hazards and help keep children safe. The childminder has attended an appropriate first aid course. She has a first aid kit available at all times, including outings, to enable her to deal with minor accidents effectively. The childminder records all accidents that children have, so that she can share this information with parents when they pick their children up.

The childminder demonstrates a positive attitude to improve the quality of her provision. She has started to think about self-evaluation to identify aspects for improvement to her provision. For example, ensuring the hygiene procedures regarding pets is part of her daily routine. She has attended training in relation to child protection, a level four vocational qualification and various workshops to extend her knowledge and skills.

The childminder is aware of the importance of working in partnership with other professionals and developing links with other settings that children regularly attend. Through letters and cards, parents confirm that they are happy with the childminder's service, and appreciate her flexibility in meeting their needs. They are please with the regular communication they have with the childminder regarding their children's care.

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.
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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	EY264264
Local authority	East Sussex
Inspection number	814578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	15/01/2009

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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