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|--------------------------|------------|
| <b>Inspection date</b>   | 18/01/2013 |
| Previous inspection date | 17/04/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 play happily with the childminder and the interaction between them is close, caring and affectionate.
- Children have independent access to toys and equipment; therefore, this encourages their independence.
- The childminder provides a range of safe and suitable toys and play materials overall, to promote development in children of all ages.
- The childminder has established good relationships with parents which ensures children's individual needs are known and consistently well supported.

### **It is not yet good because**

- The childminder has failed to meet a legal requirement as she does not currently hold a valid paediatric first aid qualification.
- The childminder does not have consistent systems for assessing children's progress. Consequently the childminder does not provide clear information for parents about their child's development in order to support learning at home well.
- The childminder does not provide an environment which is rich in print or fully support children to learn from each other's dual languages.
- The childminder has not fully identified areas for improvement as she has not yet incorporated clear systems for self-evaluation.

## 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 children's activities and the interaction with the childminder.
- The inspector sampled a range of other documentation, including some policies and procedures.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder on how she has brought about improvements to her childminding business since the last inspection.
- The inspector was unable to speak to parents during the inspection.

## Inspector

Teresa Colburn

## Full Report

### Information about the setting

The childminder was registered in 2006. She lives with her family and three dogs in a residential area of Hove, East Sussex. Children have access to a designated playroom on the middle floor of the premises. There is a fully enclosed outdoor play area. The

childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of whom are in the early years age group. Children are minded Monday to Friday between the hours of 7.30am and 4.30pm. The childminder supports children who speak English as an additional language.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure a Local Authority approved current paediatric first aid certificate is held at all times
- strengthen the systems for assessment and planning in order to ensure all children's skills, abilities and progress are monitored and share this information with parents to support learning at home well.

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

- develop further opportunities for children to share their home languages through displaying words to show you value their dual nationality
- develop further systems for self-evaluation to identify future improvements in the childminding service.

### **Inspection judgements**

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

The childminder has a suitable knowledge and understanding of the revised Early Years Foundation Stage. Children are making satisfactory progress, based on their starting points for learning overall. This means that children are achieving at least what is expected of them. The childminder encourages children's language development and thinking as she asks open-ended questions and shows an interest in what they have to say.

The childminder ensure the premises are child-centred; for example, children have a designated playroom and their photographs and pictures are displayed. Children choose what they want to play with because they can reach the toys easily. The children have access to a good range of toys and resources that are varied and offer appropriate challenges. Consequently, they are developing their independence.

Children benefit from good interaction with the childminder who uses a suitable range of teaching methods to extend children's learning and development experiences. For example, she values what children have to say and responds well to both their verbal and non-verbal communication. She repeats words so that children learn how they are correctly pronounced. For example, when a child wanders over to the role-play kitchen and says 'cup of tea' the childminder confirms the child's sentence. Children develop their imagination as they play in role-play kitchen area, for example, playing and naming various fruit and vegetables. They enjoy using a telephone to talk to one of the childminder's pet dogs; holding the telephone to their ear and saying 'hello.' The childminder asks 'who is on the phone?', the child says 'Lola', the childminder asks 'Lola the dog?' and the child calls into the telephone 'Lola can you hear me?'. The childminder's interaction with the children means they all make suitable progress in their communication and language skills, including those children who learn English as an additional language.

The childminder supports children's mathematical development by introducing them to concepts such as shape and space. She does this through a range of adult-led and self-initiated activities. For example, children correctly name a blue square and triangle whilst playing with a bead sorter. The childminder continually praises the child and repeats each shape name. This supports children in developing the skills they need for school or the next stage in their learning.

Children have some opportunities to make marks through both adult-led and child-led activities, for example, drawing, painting and sticking activities. They begin to develop a wider view of the world around them as they play with resources that reflect diversity, such as books, play people, and play food and utensils. However, the childminder does not currently display any visual written words of the children's dual languages in the playroom. This does not help all children learn to value and respect the different languages they speak at home.

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

Children benefit from individual attention which helps them feel secure with the childminder and also promotes a close relationship. They are confident and have positive self-esteem because the childminder praises them for their efforts and achievements. Children have appropriate attachments with the childminder, who knows each child well and meets their welfare needs effectively.

The childminder supports children in learning about acceptable behaviour. She takes account of children's stages of development and levels of maturity when deciding how to manage the situation. For example, she successfully manages their behaviour by distracting them.

The childminder plans routine which offers children good opportunities for uninterrupted play and child-initiated learning. Children benefit from lots of fresh air and opportunities to play outside, as the childminder takes them on local outings to the beach and park.

Therefore, children develop a positive attitude towards physical exercise. Whilst snacks and meals are currently not provided for all minded children, the childminder demonstrates a clear awareness of healthy eating practices. Children drink according to their needs and the childminder encourages them to take fresh water regularly. This demonstrates they are learning about the importance of healthy practices.

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

The childminder has begun to informally evaluate her practice to target some areas for development. However, this is not rigorous in identifying key areas for improvement. Since the last inspection, she has developed a clear knowledge and understanding of the early learning goals and has developed an informal system in for monitoring children's observations. However, she is aware that systems for monitoring the effectiveness of the educational programme are still not fully developed. This means the childminder is not yet fully overseeing children's learning and using information from her observations to plan for the next stage in their learning. She keeps up to date with current childcare changes via accessing the internet for information.

The childminder ensures that she has clear safeguarding procedures in place and that children are well protected. She has a suitable knowledge and understanding of child protection procedures, which includes information of the relevant agencies to contact should she have concerns regarding safeguarding. The childminder has failed to ensure that she holds a valid paediatric first aid certificate; this is a breach of a specific legal requirement and also means the childminder is not complying with the requirements of the Childcare Register. This has limited impact on children as the childminder's first aid certificate has recently expired and she still has an up to date knowledge of how to administer first aid. Also, at the inspection documentation was provided to show the childminder will be updating her paediatric first aid training in February.

The childminder devises her own written policies and procedures that are reflective in her practice and effectively shared with parents. She is vigilant and places high priority on children's safety. She regularly carries out regular risk assessments in her home and outdoor environment ensuring hazards are minimised.

The childminder values all children as individuals and their needs are effectively met using information gathered from parents. She has developed a positive and friendly relationship with parents. The childminder shares daily information with them through verbal feedback. She has encouraged parents to share everything they know about their children. This enables the childminder to know all their individual needs and any areas of concern.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure an appropriate first aid qualification is held at all times (Welfare of the children being cared for)
- ensure an appropriate first aid qualification is held at all times (Welfare of the children being cared for) (Also applies to the voluntary part of the Childcare Register).

**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

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY343851        |
| <b>Local authority</b>             | Brighton & Hove |
| <b>Inspection number</b>           | 815273          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 5               |
| <b>Number of children on roll</b>  | 4               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 17/04/2009      |
| <b>Telephone number</b>            |                 |

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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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