

Inspection date	22/01/2013
Previous inspection date	16/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 feel safe and secure with the childminder. She has a good understanding of how to promote the health and safety of the children in her care, effectively assessing and minimising risks to children.
- 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.
- Children thrive because the childminder fosters their independence well. This builds their confidence, skills and growing curiosity.
- The childminder works closely with parents to share ideas, enabling them to continue to support all areas of children's learning.

It is not yet outstanding because

- the childminder does not always make the most of opportunities to encourage children to use a wide variety of writing resources, both in the outdoor and indoor areas.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector sampled records and documentation relating to children's progress and development and the safeguarding and welfare requirements.
- The inspector looked at children's observation and assessment records.
- The inspector talked with available parents.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2002. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is based in the family home, in Horsham, West Sussex. Minded children mainly use a playroom, lounge, kitchen, and bathroom. Children have daily opportunities for outdoor play within the large secure garden and at local parks. The childminder takes children to other child based

activities within the community. There are three children currently on roll, all of whom are in the early years age group and attend on a part-time basis. The childminder has completed basic training, including first aid and child protection.

What the setting needs to do to improve further

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

- enhance the resources for mark making indoors and outdoors to develop children's emergent writing skills.

Inspection judgements

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

Children are happy and settled and enjoy the time they spend in the childminder's care. They develop in confidence as the childminder supports them to take part in a wide range of activities and play experiences inside the home. The learning environment is comfortable, child-friendly and inviting. Children benefit from being able to self-select and create their own games from the equipment available.

Children's early language skills are fully supported through the childminder's ability to model correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. The childminder uses questions and discussion with the children to challenge their thinking. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. Children are inquisitive in their play and show good levels of interest in their early use of books. The childminder effectively introduces children to good mathematical language and concepts during everyday activities and through children's play, for example as they listen and join in with counting songs and rhymes. Children also count spontaneously as part of their play as they enjoy using technological toys.

The childminder plans overall themes and activities, using her knowledge of children's interests. She has a good understanding of children's learning styles and personalities. This helps her to provide a good balance between adult-led activities and child-initiated play. The childminder covers the areas of learning indoors and out. Individual learning journey folders show the children's artwork and photographs of them at play. There are some literacy opportunities, for example, using pencils and paints; however, the

childminder does not always make the most of opportunities to encourage children to use a wide variety of writing resources, both indoors and outside, to further support and encourage their emergent writing. The childminder provides exciting stimuli to extend children's learning, following their interests. She makes the most out of any learning opportunity that presents itself. As a result, children are inquisitive, exploring the environment around them and using their experiences of real life situations to initiate play.

The childminder has good systems for establishing children's starting points. She uses this information to plan appropriate activities that enable children to make good progress in most areas of their learning and development. Continuous observations of children also helps the childminder to see what children like to do and to plan interesting experiences for them. Photographs in their individual profiles show children thoroughly enjoying an interesting range of outdoor experiences. Children are acquiring a range of skills and attitudes that will support their progress to the next stage of learning.

The childminder builds good relationships with the parents and ensures information is shared with them regularly to keep them fully informed about their child's progress. She has a good understanding of the individual children in her care. Consequently, she supports their learning well, enabling all children to make good progress.

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

Children have established trusting relationships with the childminder enabling them to relax and learn through play. The childminder provides the children with a secure and safe home where they feel calm and comfortable. 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. The childminder supports them well to become independent and confident in their daily routines.

Children engage in physical activities well, both indoors and out of the home. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They use a range of physical play equipment both in the garden and during visits to the local parks. They enjoy walks to feed the ducks, promoting an early awareness of the natural world. Children develop a positive attitude to keeping healthy as they are offered nutritious snacks. They eat at the table where the childminder promotes table manners and good social skills.

Children's behaviour is good. They get on well with each other and the childminder uses positive techniques to manage behaviour, including lots of praise and encouragement. As a result, children have a willingness to participate, learn and develop good habits for the future. Good effective partnerships with parents ensure that they are fully informed and are included in their children's care and learning. The childminder shares all policies and

procedures with parents and carers so that they are well informed about her practice.

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

The childminder has a good understanding of her responsibility towards the protection of children. Effective systems are in place and fully understood by the childminder to ensure children remain safeguarded throughout their time with her. The childminder carries out thorough risk assessments. As a result, her home is a very safe place for children to play and explore.

The childminder demonstrates a good understanding of inclusive practice and encourages children to be involved in all aspects of their play and learning. She understands how children learn and offers a broad and stimulating range of activities that support all areas of their learning. The successful use of written and photographic observations provides parents with a working document to enable them to be aware of the activities that their children participate in. This means that they are fully aware of what their children have enjoyed, along with information about their care and learning and how they are progressing.

The childminder has established strong links with parents, she values their knowledge of their children and shares ideas so parents can support their children's learning at home. 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. The childminder liaises well with schools and day-care settings to share information about children's progress and development. This helps her to provide complementary activities and meet children's individual needs.

The childminder is motivated and enthusiastic in her work. She has a reflective nature and the ability to be self-critical. She has a drive for improvement and is keen to increase her knowledge and skills through ongoing networking. Through self-evaluation, the childminder has considered ideas that will have a positive impact on children's time in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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.
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	EY219609
Local authority	West Sussex
Inspection number	814404

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	16/11/2009
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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