

Inspection date	25/01/2013
Previous inspection date	11/06/2009

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 benefit from the warm and affectionate care that the childminder provides.
- Children can be independent, active learners in the well-organised play areas.
- The childminder gives strong support to children with English as an additional language and children's communication generally.
- The childminder works very effectively to ensure children are settled and to work in partnership with parents.

It is not yet outstanding because

- The garden has limited use in the winter months.

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 at play and discussed their learning and development with the childminder.
- The inspector examined a range of documents, including children's learning journals.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder was registered in 1994 and lives with two of her adult children in Goring-by-Sea in West Sussex. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the house except for the bedrooms are used by the children and there is a fully enclosed garden for outdoor play. The childminder is currently minding 10 children, five of whom are in the early years age range. The childminder supports children with English as an additional language and those with special educational needs and/or learning disabilities. The family has two dogs. The childminder has an NVQ level 3 qualification in Childcare, Learning and Development.

What the setting needs to do to improve further

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

- develop further the outdoor learning in the garden to provide year-round interest.

Inspection judgements

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

The childminder has a good understanding of how to support children's learning and development in the Early Years Foundation Stage. She knows children's individual personalities and learning styles very well and establishes their starting points with the parents. The childminder has found a good balance between adult-led and child-initiated play, letting children take the lead for most of the time. Children are very independent in choosing what to do and how to play. For example, children arrange play furniture to create a birthday party circle for their teddies and toys bringing a variety of equipment from different areas of the house.

The childminder is skilled at using open questions to develop children's language and communication skills. This encourages children to explain and describe what they are doing. The childminder also talks with children all the time to extend their vocabulary. For example, when playing with dough, she uses comparative language to describe the 'very tiny' pieces of dough and the 'bigger' pieces. In this way, children learn through play. The childminder is skilled at extending children's play ideas to introduce other areas of learning. For example, after playing with dough for a while, the childminder brings more complex tools such as a dough-play 'penknife'. Children become absorbed in seeing how the parts fold out and what they can be used for.

The childminder provides a rich range of activities such as a visit to a butterfly farm, outings to the beach and parks and a mini Olympics. This introduces children to a diverse range of play developing their curiosity in the world around them. The childminder has good skills in fostering the language development of children with English as an additional language. She keeps a very close eye on how the children are communicating in both languages and provides a range of dual language books. The childminder has made a picture index of her play equipment so that children can more easily show what they want to play with.

The childminder makes careful observations of children's achievements and records them in the learning journals. She makes regular summary assessments of children's progress

which give parents a clear indication of where children are in their development. The childminder discusses these records with parents who add their views and comments. This builds into a shared record of the child's development.

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

Children are well-settled and secure. The childminder takes considerable care to make sure children are comfortable and confident to leave their parents. She knows how to comfort children and knows their individual care routines. Good verbal handovers mean that the childminder can follow the children's home routines and provide consistent care. Children are therefore happy to explore from this secure base. The childminder has created a good learning environment. There is a wide range of play equipment, stored at child height, so children can be active in choosing what to play. There are two main play areas, both of which are cosy and inviting.

Children enjoy a healthy lifestyle in the childminder's care. They adopt good hand washing and hygiene practices because the childminder has well-established routines. Children have a drink of water available at all times as they play, and stop for snacks and meals when they are hungry. The childminder works with parents to provide nutritionally balanced packed lunches. Children sit together when they eat which establishes meals as social and relaxed times. Children enjoy good opportunities to develop their physical skills. They use adventure playgrounds, take part in sack races and explore the beach. The garden is however, mainly available in the fine weather, which limits it as a learning environment for children.

Children can take care of their personal hygiene appropriately and are independent when taking off coats, for example. Children also develop their small muscles in creative play and manipulating small things in small world play. Children are well-behaved. They are continually involved in purposeful play, which keeps them busy and interested. Children play cooperatively and are happy to take turns and share. They help to tidy up and enjoy taking responsibility for small tasks. This helps to give them the skills they need to move successfully on to group day care and school.

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

The childminder demonstrates a strong understanding of how to safeguard children. She updates her training regularly so that she is knowledgeable about current guidelines and procedures. The childminder works with local services to support children and their families. She has a good awareness of her responsibilities and what to do should she have concerns about a child. Parents are aware of her duties as she has built open, communicative relationships. The childminder understands how to keep children safe and has minimised any identified risks in her home. She carries out regular fire drills so that children know what to do in the event of an emergency. She maintains her records and documentation in good order, which underpins children's welfare. The childminder has a

good understanding of how to meet the learning and development requirements. She is very experienced and has gained a qualification in childcare which illustrates her commitment to her work. She reflects on her work and has made good progress in addressing the issues raised at her last inspection. The childminder also asks parents and children for their views and this helps her to identify ways to enhance her provision. For example, she intends to develop the front courtyard area of her home to provide further outdoor play space for children. This demonstrates that the childminder makes improvements where they will have most impact for children. The childminder provides parents with a detailed verbal handover each day and takes time to get to know each family. The childminder works closely with other settings such as schools and nurseries in order to provide consistent care. She also works very effectively with parents to get the extra support they need where children have additional needs. This helps the family to access suitable services to facilitate their child's development.

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	115105
Local authority	West Sussex
Inspection number	813489
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/06/2009
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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