

Inspection date	28/01/2013
Previous inspection date	21/02/2011

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

- The childminder is skilled at promoting children's learning through play. As a result, children make good progress towards the early learning goals.
- Children develop a strong sense of security and self-confidence in the childminder's care.
- The childminder works closely with parents to help meet children's care and learning needs.
- Children develop good communication skills. They talk confidently with the childminder and enjoy looking at books together.

It is not yet outstanding because

- Children enjoy playing with suitably challenging toys that are set out for them. However, due to the way the toys are stored children cannot easily make their own choices and initiate their own play.
- Children do not always have free everyday access to materials they can use to help develop their literacy skills and imaginations.

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 taking part in activities.
- The inspector looked at children's learning records and sampled other documentation.
- The inspector discussed childcare practices with the childminder.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 1998. She lives with two adult children. They live in a house in Littlehampton, West Sussex near to schools, parks and shops. The whole of the ground floor and an upstairs bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder has one cat, a rabbit and fish in an aquarium and in a pond.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range. She also offers care to children aged up to 11 years. The childminder

attends local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- improve the organisation of the resources so that children have more independent access to a wider variety of resources that promote learning
- make different media and materials more easily accessible so that children can practise their early writing skills and develop their creativity.

Inspection judgements

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

The childminder has good systems for establishing children's starting points. She gains plenty of helpful information from parents about their child's routines, abilities and interests. This enables her to help children settle quickly and feel at home. The childminder competently observes and assesses their ongoing progress. She effectively identifies next steps in their learning and any areas of concern. The childminder successfully plans activities that interest children and meet their ongoing needs. As a result, children make good progress in their learning and development and gain a good range of skills for their future learning. Parents regularly share what they know about their child. The childminder keeps parents well informed about their child's progress and engages them in the learning process to further promote children's development. The childminder is aware of the need to carry out progress checks on two-year-old children.

The childminder makes sure she provides children's favourite toys so that they have fun. She makes good use of the resources to extend children's abilities in all areas of learning. Children enjoy exploring the resources that the childminder makes available to them. However, they cannot independently access other toy boxes without adult help. This slightly reduces children's ability to develop their play using additional resources. The childminder has a good range of art and craft materials. However, these are not always readily accessible to children so that they can continue to improve their writing skills and engage in creative activities. Children develop good coordination and control as they play with the toy vehicles and make up the train track. Children show curiosity as they learn how things work. They successfully use simple technology such as the shop till. Children recognise and name numbers correctly. The childminder interacts effectively with children. For example, they count together and look for the missing numbers in a book. Children

become very confident speakers as the childminder encourages them to express their thoughts. As a result, they hold conversations with adults and ask them questions. This means their communication skills are developing well.

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

The childminder is caring, friendly and supportive. She forms close emotional bonds with the children. As a result, children feel happy, secure and content. They confidently approach adults and show them their toys. Children like to engage adults in their play and activities. They behave well and learn to share their resources. Children show good levels of independence as they tidy up after themselves. They develop well in the skills they need to move on to other settings and school. Children develop a good understanding of the need to respect differences in society through the childminder's planned activities, discussion and the use of resources. Therefore, they develop a good awareness of diversity.

Overall, the childminder makes good use of her home and the resources to support children's all-round development. She supervises children well and gives them the attention they need. For example, she is sensitive to their needs when they feel unwell. The childminder consistently implements good practices that help her promote children's health. She makes sure she meets children's dietary needs. Children adopt good hygiene routines and learn why it is important to follow them. They enjoy plenty of fresh air and exercise when they go to parks and the beach. Children engage in challenging physical activities when they use large outdoor play equipment.

Children develop a good awareness of how to stay safe. For example, the childminder practises emergency evacuation with children in the home so that they become aware of what to do in an emergency. The childminder teaches them about road safety and the dangers of water when they go on outings, which helps to further develop their understanding of staying safe.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements. She talks knowledgeably about her role with regard to child protection and knows what to do in the event of a concern about a child in her care. The childminder takes robust steps to make sure her home is safe and secure for children. For example, she carries out comprehensive risk assessments and daily safety checks. All the required documentation is well maintained and helps support her in promoting children's welfare. The childminder forms effective partnerships with parents. Parents share a good deal of information about their children from the start and the childminder keeps parents well informed about their children's experiences in her care. This results in children benefiting from consistent care and having their needs met. The childminder is establishing good working links with other settings. She makes good use of the information she receives

from other settings to help her plan suitable activities for children. The childminder is fully aware of the importance of working with agencies, as needed, to gain additional support for a child to help them achieve.

The childminder regularly reviews and evaluates her educational programme. She adapts activities to meet the needs of individual children. The childminder also takes into account the wishes of parents when planning activities. She shows a realistic awareness of her strengths and has identified areas for improving her provision for children. She is keen to attend further training to develop her skills and knowledge, for example, in caring for children with additional needs. The childminder also plans to access a safeguarding course to update her knowledge in this aspect of childcare. The childminder's systems for self-evaluation help to promote good outcomes for children.

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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for
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	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	114677
Local authority	West Sussex
Inspection number	813476
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	21/02/2011
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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