

Inspection date	30/01/2013
Previous inspection date	08/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 engaging children in the activities and asking questions which challenge their thinking.
- The effective organisation of resources means children only access those that are suitable for them.
- The childminder encourages children to become aware of their surroundings and environmental issues.
- Children become very sociable through their visits to local groups.

It is not yet outstanding because

- Opportunities are not available for children to practise writing during some activities such as role-play.
- Although the childminder reviews her practice regularly, it is not sufficiently focused and does not include the views of parents or children, to identify and plan an effective programme of continued professional development.

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 activities and the interaction between the childminder and the children.
- The inspector examined a range of documentation.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 1994. She lives with her adult child in Eastbourne, East Sussex, close to shops, parks, schools and public transport links. The childminder's home is a ground floor flat and the whole of it is used for childminding. She has a dog as a pet.

The childminder is currently minding three children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several 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:

- include more opportunities for writing during role-play and other activities
- develop self-evaluations so they are more sharply focused on the impact of practice and take account of the views of parents and children to identify priorities for improvement.

Inspection judgements

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

Children make good progress in the care of the childminder. She is extremely supportive of children's play and skilled at knowing how and when to intervene. This means children are able to attempt things for themselves, knowing the childminder is on hand if they need help. The childminder becomes involved in children's play, which enables her to encourage them and extend the learning opportunities. For example when children play a shop game, the childminder asks if they know what they want to buy from the shop and helps them with the money. She counts the notes children give her and talks about their value, adding the amounts together as an introduction to sums. However, there are no opportunities for children to practice writing during these games, such as compiling their own shopping list.

The childminder reads books to children whenever they ask. She points out to them that some books have less text as they are for finding things in the pictures. Therefore they learn that there are many types of books. The childminder has joined the local library. This allows children to go and look at a wider range of books which they can borrow and look after carefully. The childminder talks constantly to children so they learn the art of conversation and develop their acquisition of language. The children enjoy playing musical instruments and singing. They tap out a rhythm on a xylophone, waiting for the childminder to count them in first, '1,2,3'. They happily sing along to a popular song about a farm, the children choosing which animal is next and the childminder suggesting the sound they make. Although she struggles to know what sound the suggested giraffe might make. The childminder takes children to several local groups where they benefit from a wider range of activities and resources as well as mixing with other children. This helps with their confidence and independence as well as making new friends.

The childminder takes time to get to know individual children so she understands what

they like and can do. This enables her to plan activities that are suitable and provide sufficient challenge for each of them. For example some children go out to groups to help them mix with others; some children go out so they can explore more physical play. Babies stay home more so they can play on the floor and learn to crawl or walk. The childminder notes children's achievements and records them in individual learning journeys. She adds photos to these to demonstrate what the children have done. The observations are linked to the areas of learning of the Early Years Foundation Stage as a record of their progress. The childminder shares these with parents. She discusses each day with them what the children are doing so they can be involved in children's learning. The childminder uses her observations to identify activities that will move children on to the next stage in their learning and development, each at their own pace. She is preparing her systems to review their progress and complete the two-year-old assessment.

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

The childminder takes time to help children settle which results in good, trusting relationships being formed. Children are happy and content in her care so they become confident and self-assured. This enables them to separate from her when they visit local groups and make new friends, which contributes to preparing them for school. The childminder also supports children in learning to manage their own personal care needs, such as routine hand washing and dressing. They visit the school for social events so children see the building and teachers which helps with the transition from the childminder to school. Children feel safe with the childminder as she is so supportive and interested in them. She regularly checks her home and all the places they visit, to make sure there are no hazards. They hold hands on outings and stay close together, learning about road safety as they walk.

The childminder takes children out every day. They walk her dog in the woods and visit local parks where they run and enjoy the fresh air and sunshine. The childminder takes children to an allotment where they grow vegetables and learn how their food grows. Parents provide their children's food so their individual diets are met. The childminder eats fresh fruit with the children, setting a good example for healthy eating. Children help the childminder sort her recycling every morning which helps them care about their environment. The childminder is extremely calm and courteous, acting as a good role model for behaviour. Children behave well and are polite, they are good at sharing and taking turns. The childminder likes to care for children of different ages so they learn from each other. She has found that older children become caring of the younger children and they copy and learn from the older children. Resources are sorted into boxes according to ability of the children. For example when children who put toys in their mouths are not there, other children can play with small items such as they play money. This means children can freely take what they want from the boxes as the contents are suitable for them to explore.

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

The childminder demonstrates a good understanding of how to provide a rich learning environment for children. She provides suitable activities that challenge children and help them make good developmental progress. She effectively records and monitors children's progress so she can identify any gaps in their learning. The childminder is aware of the need to provide parents with a clear picture of their children's development by completing the Early Years Foundation Stage progress check at age two years. She involves children's parents by discussing what they know their child can do and what their interests are. She shares details of what they have been doing through daily discussions and diaries. The childminder values the partnerships she has established with parents and regularly asks for their comments and feedback on her practice. The childminder reflects each week on how successful her planning has been in meeting children's needs. This enables her to adapt what she does if necessary, to better support children's care and learning. She seeks views from parents and children and reflects on her practice. However, she does not consistently use this information to support her when prioritising improvements.

The childminder updates her knowledge of good practice by joining local childminder support group to share good practice issues. She attends relevant courses to update her knowledge, such as first aid and safeguarding. She has a good understanding of the signs that a child may be at risk of harm and what the procedures are to report and protect them. The childminder is aware of the value of working in partnership with other professionals and is happy to do so to support the children. For example, she will meet with play therapists to find out how best she can provide consistent support for the 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
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	105365
Local authority	East Sussex
Inspection number	781677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	08/02/2012
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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