

Inspection date	04/02/2013
Previous inspection date	11/03/2009

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

- The childminder has created an interesting learning environment where children can be independent in their play.
- Children enjoy taking part in good quality group activities, where practitioners can meet the needs of all children.
- Children are well-behaved and play together well.
- The childminder makes continual improvements by reflecting on her practice.

It is not yet outstanding because

- There are minor weaknesses in children's opportunities to be independent, and in the childminder's partnerships with day care providers.

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 adult-led activities and child-initiated play.
- The inspector discussed children's progress with the childminder.
- The inspector examined a sample of documents.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder was registered in 2008. She lives with her husband and three school-aged children in Worthing, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of one bedroom. The childminder is currently minding 13 children, eight of whom are in the early years age group. She also offers care to children aged over eight years. The childminder works with assistants. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has two cats, a dog and rabbits.

What the setting needs to do to improve further

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

- enhance partnerships with other day care providers to support children at times of transition
- allow children to pour their own drinks and serve their own food on a daily basis to enhance their independence skills .

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 plans a good range of interesting activities that engage children's attention and sustain their involvement. For example, in learning about Chinese new year, they take part in a wealth of activities from making attractive window-hangings to learning about the Chinese horoscope. Children enjoy taking part in adult-led group activities like this and the childminder and her assistant are skilled at differentiating activities so that all age groups can join in together.

Children enjoy lots of opportunities for child-initiated play and create their own games, such as playing at being babies or pets. They enjoy looking at books and older children offer to read to their younger friends. The childminder and assistant bring out the learning as they help children to count the steps up to the bathroom, or explain what they mean by a 'themed' activity. Children are confident to ask questions and share their ideas and thoughts. They are skilled communicators and benefit from playing in a language-rich environment where there is a happy buzz of conversation.

The childminder tracks children's progress using the document 'Development Matters in the Early Years Foundation Stage'. She makes concise observations of children's achievements and records her observations in a tracking document. This enables her to see how children are developing and plan for their next stage of development. Children make good progress as a result. The childminder discusses children's progress with parents so that they can work in partnership.

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

Children are very well-settled and show great confidence in the childminder's care. They turn to her and her assistant for reassurance and support. The childminder knows the individual care routines of all children, which means that they sleep and eat according to their own timetables. Children are very contented as a result. Children have their own belongings in a special place at the childminder's house and their art work is displayed. This gives children a strong sense of belonging. The childminder has created an interesting learning environment which supports children's independence. They can reach a wide variety of toys and play equipment which are of good quality and support the whole curriculum. This means children can easily create their own play, such as spontaneously coming together to read books, or enjoying imaginative play. Children are therefore busy, active learners.

Children enjoy a healthy diet. They eat fruit at snack times and enjoy a balanced lunch. Children can have a drink at any time through the day. However, they do not consistently have opportunities to pour their own drinks or to help prepare snacks. This reduces their independence. Children learn good hygiene habits because the childminder has well-established routines. This helps to minimise the risk of cross-infection. Children enjoy a wide variety of opportunities to play outside on a daily basis. They benefit from frequent trips to parks, woodland and the beach. This supports their physical growth and development. Children are very well-behaved. They show great maturity in their cooperative play and share their toys easily with each other. Where disputes arise, the childminder skilfully intervenes and quietly asks children what they need to do. Children respond well, as they know what to do and only need a gentle reminder. For example, if children throw a book on the floor, they remember that they should put it back on the shelf. In this way, children get along very well and develop good social skills. Children enjoy taking responsibility and being helpful. They tidy up the toys they are not playing with and are happy to help with putting the changing mat away, for example. They show great pride in their achievements and enjoy frequent praise from the childminder and assistant. This builds their self-esteem and confidence. Overall, this means that children acquire the skills they need to make the transition to group day care and school.

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

The childminder has a good understanding of how to safeguard children. She has checked the documentation of her assistants to make sure they are suitable to work with children. The childminder has policies to guide her should she have concerns about the welfare of a child. She follows strict guidelines in her use of social media to share information with parents to ensure only they have access. The childminder has created a safe environment for children to play and has carried out a thorough risk assessment. This has helped her to minimise potential hazards to children. The childminder keeps all documentation and records about children in good order, which supports their welfare. The childminder has a strong understanding of how to meet the statutory requirements. She closely monitors children's attendance and employs assistants to ensure she meets the ratios correctly. The childminder is well-qualified for her role and understands how to track children's

development so that she can identify and address any achievement gaps. She reflects on her good practice and asks parents for their views, so that she can enhance what she offers. For example, she is happy to offer a meeting to talk about children's development if the parent prefers. The childminder's practice is well-established and she plans for improvements which will have most impact on children. For example, she is currently re-developing her garden for year-round use. Parents are very appreciative of the professional care the childminder provides. They comment on how much their children enjoy attending, and the quality of the activities on offer. The childminder regularly sends home the children's learning and development records so that parents can see how children are progressing. Parents can also log on to a protected site which shows photographs of the activities the childminder has done during the day. The childminder has built communicative relationships with schools which help her to support the consistent care of children. However, the childminder has less success with day care providers who also care for minded children and this has an impact on how well they can work together to support the children's needs.

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	EY375352
Local authority	West Sussex
Inspection number	844397
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	13
Name of provider	
Date of previous inspection	11/03/2009
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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