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| <b>Inspection date</b>   | 05/02/2013 |
| Previous inspection date | 05/02/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 very experienced and knowledgeable about how children learn and develop.
- Children enjoy the range of interesting activities planned by the childminder.
- Children benefit from the childminder's strong partnerships with parents and others.
- Children are well-behaved and enjoy being helpful.

#### **It is not yet outstanding because**

- Children's independence is not effectively encouraged because they are not always given opportunities to help in preparing snacks.

## 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's play and learning.
- The inspector examined a sample of documents.
- The inspector discussed activities with the childminder.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

The childminder has been registered since 1989. She lives with her husband and adult son and daughter. They live in a house on the outskirts of Eastbourne, East Sussex. The whole of the ground floor, including a downstairs bathroom, is used for childminding. There are shallow steps into the house and to the outdoor area. There is a fully enclosed garden available for outside play. The childminder is currently minding six children, three of whom are in the early years age group. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder attends the local carer and toddler group 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:

- support children's independence by encouraging them to help in everyday tasks, such as preparing the food at snack time.

## Inspection judgements

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

The childminder has a strong understanding of how to promote children's learning and development. She provides a wide range of activities that cover all the areas of learning. She knows the individual children very well and tailors activities to their interests and learning styles. For example, active children learn about numbers as they play hopscotch, which suits their natural disposition. The childminder makes activities interesting by presenting them in enticing ways. Children explore different textures by taking items from a feely bag. They are intrigued by what they find and come up with different words to describe what they are feeling. The childminder then invites them to stick the ribbons, feathers and other items to create a picture. In this way, children build their vocabulary and their creative skills and are consistently engaged in purposeful play. They also develop their curiosity and exploratory skills.

Children choose what they would like to do in child-initiated activities, but also take an active role in adult-led play. Children talk as they play and build strong communication skills. They find their favourite books for the childminder to read. As the childminder reads, children describe what is happening in each picture.

The childminder helps children learn colours and numbers by using the names in conversation and providing comparisons, for example, she asks 'Can you find me the blue one? It's the same colour as this'.

The childminder makes regular observations of children as they play and tracks children's development using 'Development Matters in the Early Years Foundation Stage'. In addition, she makes regular summaries of her assessments and observations, which helps her make sure that children are making good progress. She uses a similar format for the two-year check. The parents add their comments and views to the learning journals which strengthens the partnership with parents.

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

Children are confident to leave their parents and are evidently very well-settled with the childminder. They turn to her for reassurance and snuggle onto her knee to look at books and chat. The childminder has well-established routines which children are familiar with. For example, they help to tidy up when snack time is mentioned, and know where the different toys are kept. This helps them to have a good sense of belonging. The childminder has created a very adaptable learning environment. There is a broad range of play equipment, to cover all areas of learning, available and children can self-select from the toy cupboard. They bring different items into the play room and are confident to ask for extra items such as more paper.

Children are active learners and move between activities as they play, often creating their own games and ideas. Children learn about healthy lifestyles. They have a good understanding of what healthy food is because the childminder chats with them as they role play cooking and serving food. For example, she asks for more fruit with her meal, which prompts a conversation about different foods. The childminder provides a balanced, nutritious snack for mid-morning and parents provide healthy lunches. However, children do not consistently help to prepare the snack and therefore their independence is not always encouraged. Children drink water through the morning and their cups are readily available at all times. Children benefit from lots of opportunities for physical play and fresh air. They work hard to master the art of hopping and enjoy jumping games. They regularly visit parks, adventure playgrounds and other local amenities. Children also enjoy activities which develop their small muscles and hand-eye coordination. Playing with dough, pencils, stencils and glue sticks helps to build the skills they need for early writing activities. Children are very well-behaved. They spontaneously help to tidy up and show great pride in their achievements. Children enjoy looking through their learning journals and chatting about what they were doing and learning at the time. This gives them a strong sense of self and helps them to respect others as they see what their friends have achieved too. Children are skilled at taking turns and playing cooperatively. They know how to be polite when asking for a turn with a toy and respond very easily to the childminder's gentle but firm manner. Overall this helps children to gain the skills they need for the next stage of learning, such as attending 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 takes part in regular training to stay up to date and her written policies meet the requirements. The childminder is clear about what action she would take should she have concerns about the welfare of a child. Parents understand her responsibilities as they are made aware of her policy. The childminder maintains a high standard of safety in her home. Her records are well-organised and all required documentation is in place. This supports children's welfare. The childminder has addressed the recommendations made at the last inspection and she reflects on her provision to bring about improvements. For example, she researches new and interesting activities for children to engage them in play.

The childminder has a good understanding of how to meet the learning and development requirements. She evaluates what children are achieving so that she can identify and address any gaps. In this way, she can be confident that her provision covers the whole curriculum and meets all children's needs. The childminder builds professional and open relationships with parents. She gives daily updates on what children have been doing and regularly shares the learning journals. Parents add their comments on what children are achieving and what they are working on at home. This helps the childminder to provide consistent care. The childminder also builds good relationships with the other day care settings children attend. From the outset, she works with the child's key person from the setting to ensure the children are settling in, confident to attend and that activities provide complementary learning experiences. This partnership working supports children to make a smooth transition to the next stage of their learning.

### 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 401830      |
| <b>Local authority</b>             | East Sussex |
| <b>Inspection number</b>           | 814272      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 6           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 05/02/2009  |
| <b>Telephone number</b>            |             |

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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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