

<b>Inspection date</b>	12/02/2013
Previous inspection date	15/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 finds out about children's individual needs from parents. As a result children show they feel secure, settled, confident and happy.
- The childminder encourages children to develop good social skills as they have fun taking part in activities such as role play with their friends.
- The childminder encourages children to be independent learners as they can help themselves to resources and initiate their own play.
- Children make good progress in the areas of learning due to the childminder's positive input and planning.

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

- The childminder does not make full use of her garden to help children increase their awareness of the natural world at her home.
- The childminder's range of resources does not include many natural items to help children explore natural textures, shapes and colours.

## 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.
- The inspector discussed childcare practices with the childminder.
- The inspector looked at children's learning records and sampled other documentation.
- The inspector took account of the views of a parent spoken to on the day.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

The childminder registered in 1989. She occasionally works with another childminder. She lives with her husband and two children. They live in a house in Hurstpierpoint, West Sussex near to schools, shops and parks. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There are some steps into the outdoor area. The childminder has one dog and two cats.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She is currently minding 12 children in the early years age range. She also offers care to children aged up to 14 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 outdoor area so that it is a stimulating learning environment for children.
- increase children's access to natural objects indoors so they can explore and investigate using their senses.

### **Inspection judgements**

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

The childminder has good procedures for establishing children's starting points. She gains helpful information from parents about children's interests and abilities. This enables her to help children settle and meet their needs. The childminder has effective systems for observing and assessing children's progress in the areas of learning. She gets to know the children well and accurately identifies next steps for their learning. This enables her to plan suitably challenging activities that narrow any gaps in their learning. As a result, children continue to make good progress and develop skills to secure their future learning, for example, at school. The childminder works closely with parents and keeps them well informed about their child's achievements. She actively encourages parents to continue learning at home. This helps to consolidate children's learning and they make good progress as a result.

Children enjoy their time with the childminder. They develop strong personal, social and emotional skills as they play with their friends. They are independent learners as they help themselves to resources and initiate their own play. The childminder makes sure she provides resources that are age appropriate and interest the children present. Overall the childminder uses a good variety of resources well to support children's learning. However, the childminder does not currently provide very many natural resources in her home. As a result, children are less able to investigate natural textures, colours and shapes. The childminder takes children on regular outings to encourage them to explore local communities. However, the childminder's garden is rather cluttered. As a result children are not fully invited to explore the outdoor area at her home.

The childminder is skilled at extending children's learning as they play. She interacts effectively with children by asking them a broad range of questions. This helps to improve children's learning and promote their language skills. Children readily talk about what they are doing. They confidently share their experiences with their friends and other adults. Children develop good mathematical skills as they join in counting the wheels on the car and talk about shapes. They develop good coordination and control as they pull back the friction cars to make them speed across the floor.

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

Children show a strong sense of belonging as they move safely and independently around the home. The childminder has made toys available to them and they develop good levels of independence as they choose from these. Children behave well and build good relationships with others. They form strong attachments to the childminder and like it when she joins in with their play. The childminder handles minor disputes between children calmly and sensitively. As a result, children develop a good awareness of the need to share and take turns.

Children develop a good understanding of the importance of healthy lifestyles. They enjoy plenty of exercise and outdoor play. They learn about the natural world as they go on walks to the woods, though the outdoor area at the childminder's home is less well developed. Children learn about where food comes from as they grow tomatoes and cress. They enjoy healthy snacks and help themselves to water when they get thirsty. Children learn to be independent in their personal care as they adopt good hygiene practices. The childminder reinforces health messages by explaining to children why personal hygiene is important to their wellbeing.

Children develop a good awareness of how to keep themselves safe. For example, they regularly practise emergency evacuations and learn how to cross roads safely. Children learn to manage risks as they climb trees. The childminder maintains a safe indoor environment for children so that they can play and learn safely in her care.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. She has good procedures in place for dealing with any child protection concerns. The childminder has plans to refresh her knowledge of child protection issues by updating her training in this area of childcare. All the required documentation is in place to help support children's welfare. The childminder minimises risks effectively so that children do not come to any harm.

The childminder forms good partnerships with parents. She uses good two-way sharing of relevant information which enables her to meet children's individual needs well. The

childminder works well with other settings. She makes good use of the information she gains from them to promote continuity in children's learning and care.

The childminder shows a good understanding of the learning and development requirements. She has good systems in place that help her meet these requirements. The childminder successfully monitors and reviews her educational programme and how well she is meeting children's individual needs. She is well informed about how to promote inclusion and access additional support for those children who need this. As a result, she meets the learning needs of children in her care.

The childminder competently evaluates her practice. She actively seeks ways to continually improve her knowledge and skills. For example, she accesses training courses that help her improve her understanding of her responsibilities as a childminder. She meets regularly with other childminders to gain advice and ideas. As a result she is able to make changes that directly benefit children in her care.

### 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>	114576
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	813475
<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>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/09/2011
<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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