

Inspection date	18/02/2013
Previous inspection date	13/07/2009

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 supports children's language development well by introducing a range of songs and asking questions that encourage children to think before they answer.
- Children benefit from having healthy, home-cooked meals, helping children gain an understanding of the benefits of a good diet.
- The childminder encourages children to enjoy and have an interest in books, for example, by using story sacks with props that children can interact with.
- The relationships that children develop with the childminder and other children mean that they gain a positive sense of belonging that promotes their well-being.

It is not yet outstanding because

- Although children use writing materials, they do not always have easy access to these during other elements of their play.
- Children play with a good range of man-made toys and resources indoors and outside. However, best use is not made of unusual and natural items, or the garden, to encourage children's investigation and exploration skills.

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 viewed the rooms used by children.
- The inspector observed children and the childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation and views of parents.

Inspector

Sue Taylor

Full Report

Information about the setting

The childminder registered in 2009. She lives with her partner, two school age children and a young child in Shoreham, West Sussex. She occasionally works with an assistant. The home is close to shops, parks and schools. The ground floor of the childminder's home is used for childminding, with use of a first floor bathroom and one bedroom for sleeping young children. There is an enclosed garden for outdoor play. The family has one cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is currently minding five children, all of whom are in the early years age range. She works Monday to Thursday, between 7.30am and 5.30pm. The childminder does not provide overnight care.

What the setting needs to do to improve further

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

- make writing tools and resources more easily accessible for children to use at all times during their play
- strengthen children's experiences and opportunities for exploring and investigating the natural world both outdoors and indoors. For example, by providing unusual or interesting natural resources that inspire exploration.

Inspection judgements

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

The childminder supports children well in their learning and they make good progress. She regularly uses 'Development Matters in the Early Years Foundation Stage' guidance to assess where individual children are in their development. Consequently, she is able to recognise if a child needs more support in an area of learning, recognising their uniqueness. The childminder uses the observations she makes as children play and the guidance to plan for the next stages in their learning, sharing this information with parents. She has discussions with parents and regularly shares her assessments of children's progress. Parents contribute to their child's learning and development as they inform the childminder of any achievements that their child may make at home. The childminder is fully aware of the need to complete progress checks for two-year-olds and has begun to complete these when required. As a result, parents are well informed about their young child's progress in the prime areas and of the next steps in their learning.

The childminder creates a homely environment where children settle quickly and make choices about their play. The skills that children gain support their future learning and school readiness. They easily find their favourite books and listen intently to stories read by the childminder. Younger children also take great interest when older children 'read' to them, talking about the pictures and mimicking what the childminder does. The childminder finds that the use of props in story sacks encourages a greater interest in books and reading. She supports children's growing language development well as she

uses singing to encourage and develop speech. She asks questions that encourage children to think about their answer rather than just needing a 'yes' or 'no' response. Children are confident movers and enjoy dancing to music. They develop the physical skills they need as they use writing tools to draw or practise writing their name. However, these resources are not always in easy reach for children to freely use during their play or other activities.

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

Children benefit from the close relationships they have with each other, the childminder and her family. Children often meet with others at toddler groups or when meeting other childminders, and this helps them learn good social skills. As a result, children are confident and develop positive self-esteem. The childminder is able to support children with the changes they experience, such as attending nursery or school. Children engage positively with the childminder during planned activities, such as drawing at the table. They are also motivated to spend good levels of time at their own choice of play, such as playing with the toy cars and trains. Children's behaviour is very good and the childminder sensitively deals with issues such as sharing. The indoor environment is organised to provide a spacious play area. There is a door leading to the garden but the area is not always used effectively to encourage children to explore the natural world. More often, the childminder takes children out to the park or for walks in the woods. Children have easy access to a wide range of good quality resources that the childminder often rotates from her store. However, these are generally manufactured toys and play materials. There are very few unusual or natural items for engaging children's interest and encouraging investigation.

The childminder helps children learn about the importance of a healthy lifestyle and provides nutritionally balanced meals and snacks. Children thoroughly enjoy their lunch of tuna and pasta followed by a yoghurt, having earlier had a snack of fruit and bread sticks. They competently feed themselves using forks and have easy access to their own drink beakers during the day. Detail obtained from parents before children start means that the childminder has a good knowledge of individual care needs and routines. Ongoing discussion with parents means the childminder and parents work effectively together to meet any changing needs, such as potty training. The childminder gives good explanations that help children learn. For example, reminding them of the need to tidy toys away so that they or others do not trip over them. Children learn to keep themselves safe as they practise fire evacuation drills and learn to cross roads safely.

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

The childminder securely meets the safeguarding and welfare requirements. She organises her documentation well so all required details and records are to hand. Parents receive copies of her policies so they are very aware about her procedures and practices, such as complaints and behaviour management. The childminder is confident about her role in

helping to safeguard children, recently completing some training to update her knowledge in child protection. She is aware of the process to follow if she has concerns about a child. The childminder maintains a safe and secure home, completing daily visual checks of any issues that she identifies in her risk assessments. There are clear written assessments in place for the varied outings that she takes with children, demonstrating how she helps keep children safe. The childminder reflects on her practices and evaluates her own progress. She has plans in place to improve outcomes for children, such as updating the outdoor play resources. The childminder enjoys on line training and regularly updates her knowledge or ideas by reading childcare magazines. She has suitably met the action and recommendations made at the last inspection, demonstrating a positive capacity to improve.

The childminder has a good awareness of her strengths, such as encouraging children to learn. As a result, children develop the abilities they need for their future learning such as independence and concentration skills. The childminder monitors children's progress well and regularly shares this with parents. At review meetings, she asks parents to share children's achievements at home. The childminder demonstrates well how she meets the learning and development requirements. There are very positive relationships with parents. They are more than happy with the care she provides, with the daily diaries giving them good detail about their child's day. The detail that the childminder shares about children's learning helps parents to support their child's continued development at home. The childminder ensures that when children attend other early years settings they are aware of her involvement and she willingly shares the children's learning journals. She is very aware of the need to work in partnership, providing consistency of care and 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

Unique reference number	EY389097
Local authority	West Sussex
Inspection number	815919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	13/07/2009
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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