

Inspection date	19/02/2013
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's assessment of what children do and do not know is accurate and allows her to plan activities that build on what children know.
- The childminder promptly intervenes if she identifies gap in their development and obtains expert help where necessary to help meet children's needs.
- The childminder engages parents successfully in children's learning and this helps their overall progress.

It is not yet outstanding because

- The childminder has not extended the outdoor learning opportunities to include activities that the children usually do indoors, like dressing up, looking at books and using pens, pencils and paper.

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 sampled relevant documentation.
- The inspector interviewed the childminder and observed her interaction with the children.
- The inspector observed minded children at play.

Inspector

Stacey Sangster

Full Report

Information about the setting

The childminder registered in 1995. She lives with her husband and two children in Steyning, West Sussex. All the areas of the home are used for childminding and a garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for up to two children overnight. There are currently five children on roll, of whom three are in the early years age group. The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family has two dogs as pets.

What the setting needs to do to improve further

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

- increase the range of activities that children do when out of the house to ensure the outdoor play and outings more fully support all areas of learning.

Inspection judgements

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

The childminder delivers an educational programme, which appropriately focuses on the three most important areas of learning; including personal, social and emotional development. She understands how these support all other areas of learning. The childminder supports children well to make good progress in their communication and language skills. She models correct pronunciation of words sensitively and supports children to develop confidence in speaking. The childminder encourages children's emotional and social development by getting to know them well and sharing with them the plans for the day so that children know what to expect. She has established good two-way communication with parents and so keeps up to date with details of things in their home lives, which may have an impact on the children.

The childminder successfully promotes learning because her teaching methods are effective. She understands that children progress at different rates and have different learning styles. She speaks to parents and requests information from other settings that children attend to build a picture of what they can do and what they enjoy. She uses this information along with her own observations to assess where children are in their learning. She compares what she learns to the corresponding age bands in the guidance document Development Matters in the Early Years Foundation Stage. Therefore she is able to determine if children are working in line with, above or below expectations.

The childminder plans activities, based on what motivates each individual child, in order to successfully support each child's next steps in learning. The childminder and children spend much of their time out on visits to places of interest. The childminder takes outdoor play resources with her, but rarely takes activities, which are traditionally used indoors, such as books, pencils and notepads. This reduces children's opportunities to make full use of their learning experiences outside.

The childminder is aware of the requirement to carry out the two-year check where she is the primary carer for the child at that time. Assessment is accurate and the childminder

monitors progress for gaps in children's development. The continual monitoring of the children's progress makes sure that the childminder promptly identifies any gaps that arise. Where gaps are identified intervention is swift and successfully narrows or closes gaps. Parents are kept well informed of how well their children are progressing and ideas to support learning at home are shared so parents can support what children are learning at home.

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

Relationships between the childminder and minded children are warm and affectionate. The children feel safe in her care and demonstrate this by approaching her without hesitation. The childminder and minded children laugh and smile often. Children increase in confidence and independence because of the support the childminder offers. They have good opportunities to take age-appropriate risks in their play. They enjoy balancing as they walk along walls on the walks to and from school. They also enjoy the challenge of using large climbing apparatus in local parks. The childminder's discussions with children about how to keep themselves and others safe mean that even young children begin to build knowledge of how to risk assess for themselves.

As well as lots of opportunities for physical play, children learn about health through discussing what foods are good for them. Children enjoy cooking and the childminder gives them opportunities to plan menus and then prepare and cook a meal with her help. Children excitedly talk about what they are going to serve and whose night it is to cook. They develop a good understanding of hygiene through routines such as hand washing before cooking and after using the toilet.

Resources are plentiful, well maintained and appropriate for the ages of the children she cares for. The childminder regularly swaps resources with three other childminders and the four childminders purchase items to share between their settings. This arrangement makes sure that children have access to a much larger pool of equipment and, as such, a wider variety of toys. The childminder is skilled at using resources to support any one of the seven areas of learning. Children are fully engaged in purposeful play while in her care. Progress is constantly good and at times is significant.

To support children's transitions, the childminder visits the local school regularly with minded children. They attend events such as coffee mornings so that they familiarise themselves with the building and staff who work there. She encourages children's independence in relation to self care and interest in learning so that they are well prepared for school.

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

The childminder confidently understands her role and responsibilities in relation to learning and development. Consequently she meets all of the requirements of the Early Years

Foundation Stage. The childminder evaluates her service and monitors her educational programmes continually. She looks for ways to improve on her strengths and promptly tackle any weaker areas to improve outcomes for children. Her self-evaluation is accurate and she identifies priorities for improvement by considering which changes will have the most beneficial outcomes for children.

Safeguarding procedures are robust and children's welfare is promoted as a result. The childminder has procedures to protect children from infection; supports them well if they are ill or injured and only gives medication if a medical professional prescribes it and parents provide directions and consent in writing. The premises and equipment are safe and risk assessed to minimise hazards. The childminder records any accident or incidents. She shares details with parents so they are fully aware of anything that may affect their child's welfare. Outings are frequent and are to child-friendly places, to enhance children's learning through play. The childminder has participated in safeguarding training since her last inspection and makes certain that no unvetted person is able to have unsupervised contact with children.

Training is undertaken to enhance her already good knowledge of childcare and Early Years Foundation Stage requirements. The childminder updates policies and procedures when required and provides copies of these in writing to inform the parents. The childminder works where she can with other providers who jointly care for the child to provide consistency. She has a good partnership with the school and links topics that children are doing there with activities at home. For example she does activities such as measuring ingredients with children who have a weights and measuring theme for the term.

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
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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	114790
Local authority	West Sussex
Inspection number	846071
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/06/2009
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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