

Inspection date	25/02/2013
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a range of activities which are based on their own interests.
- The childminder is calm and encourages children to be respectful and polite.
- The childminder provides childcare in a clean and safe environment.

It is not yet good because

- The childminder has not completed progress checks for children aged two to three years to identify at an early stage, any gaps in their learning.
- The childminder does not effectively assess children's achievements and learning styles to provide play and learning experiences which suitably challenge them as individuals.
- Children have many opportunities to make choices about what they play with but there is little adult directed play to stretch and encourage children to achieve well.
- The childminder has not developed partnerships with the other settings children attend to fully support the child's learning and provide consistent care.

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 carried out discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation such as risk assessments, attendance registers and children's records.
- The inspector observed children at play and discussed their learning and development with the childminder.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and two teenage children, one of whom occasionally works as her assistant. The childminder lives in Rustington, West Sussex, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. She has a pet rabbit.

The childminder is currently minding eight children in the early years age range. This

provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and regularly attends a toddler group and the library.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop systems to complete progress checks of children between the age of two and three to identify the child's strengths, and any areas where the child's progress is less than expected.

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

- further develop the system to assess children's level of achievement and learning style and use the information to shape suitably challenging experiences for each child
- improve the balance of adult-led and child initiated activities
- develop partnerships with other settings children attend to share information about their learning and development.

Inspection judgements

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

The childminder provides activities for children based on what they enjoy playing with which she establishes through discussions with their parents when they start. For example, she provides a train track for children who are interested in trains. They construct this together, the childminder suggesting which shape they may need next, either straight or curved. She uses appropriate positional language to help children put the pieces together to make a circular track. The childminder records observations of what the children have been doing in individual learning journey's, supported by photos and samples of their art work. Although these link to some of the areas of learning, they are not linked to any stages of development such as in the publication, Development Matters in the Early Years Foundation Stage. The childminder does not make an assessment of children when they start, so she can establish a starting point for her planning. She has not completed any progress checks of children aged between two and three years. Consequently, systems to check children's rate of progress do not identify any strengths

and areas where their development is less than expected. This means not all activities planned provide each child with a quality learning experience tailored to their individual learning needs.

The childminder supports children well as they play. She asks questions that encourage them to try things for themselves. The childminder counts and names colours and shapes throughout their activities so children become familiar with them. Older children use colouring books and work books to practise writing letters of the alphabet. Children act out real life events and copy adults in role play. For example, they make and serve meals for the childminder with the play food, explaining it is chocolate fudge and needs berries in it. The childminder encourages this play by sitting at the makeshift table and enjoying participating. The childminder encourages this play by sitting at the makeshift table and enjoying being served, supporting the children's interests. However, this means the children are not always suitably challenged through well planned experiences that cover a broad range of experiences. The childminder invites parents to look at the children's individual learning journey's and tells them what the children have been doing so they can be involved in the children's learning.

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

The childminder develops friendships with the children as they settle in her care. They visit her for short periods initially until they are familiar with her and happy to stay. The childminder checks her home each day for any hazards and regularly updates her risk assessment. This means children can safely move around and explore their environment. The childminder stores the resources in a selection of plastic boxes, sorted according to their contents. She selects some boxes each day and positions them where children can reach them when they have decided what they want to play with. The childminder makes sure children put things away when they are finished to keep the room tidy. The childminder is polite to the children and has high expectations for them to behave similarly. She promotes manners and the children ask for whatever they want, and always remember to say thank you. The childminder gives children verbal warnings if they do things she does not like and gives them thinking time to consider their actions.

Children sit at the table together to eat the food their parents provide for them. This ensures they eat their correct diet and mealtimes are sociable. The childminder talks about where the food comes from and sometimes in the summer they plant seeds to grow vegetables. Daily walks to school and visits to the park provide children with exercise and fresh air. The childminder talks to them about road safety as they walk, and they have strict guidelines for walking together holding hands or the buggy for safety. Visiting the school familiarises children with the building ready for when they start there. The childminder makes sure they can all put on their own shoes and coats so they can become more independent in this aspect.

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

The childminder has begun to reflect on her practice and is happy with the care she provides. Although she has not identified any training needs to improve her knowledge and skills, she has attended a course to update her first aid training. This enables her to manage children's minor injuries well. The childminder also attended a course to refresh her understanding of safeguarding children. This enabled her to update her knowledge of the signs that indicate a child may be at risk of harm. She knows the procedure to follow to report her concerns and protect any children at risk. The childminder invites feedback from parents and the children by giving them a simple questionnaire to complete. They are all happy with the childminder and how she looks after the children. The childminder understands the adult to child ratios and space requirements for her registration. She employs an assistant on some occasions to ensure she implements these requirements

The childminder builds good relationships with the parents when they first settle their children with her. They share information about what the children have been doing and their current interests. Some children attend other early year's settings as well as the childminder's. However, she does not share useful information with them about the children's progress so they can complement and support the children's learning and development together. The childminder has a satisfactory knowledge of how children learn and how to provide suitable resources and activities for them.

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	155432
Local authority	West Sussex
Inspection number	905550
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	16/03/2009
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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