

Inspection date	26/02/2013
Previous inspection date	21/07/2011

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 creates friendly relationships with the children, which helps them to feel secure in her care and ready to learn.
- Children feel secure and happy in the childminder's home because she works closely with parents to meet their individual needs.
- The childminder monitors planning and assessments effectively. These display her accurate understanding of all children's skills, abilities and progress.
- Children benefit from plenty of fresh air and learn about the environment as they participate in regular walks and outings to places of interest.

It is not yet outstanding because

- The childminder does not always organise toys and resources most effectively to enable children to make an informed choice about what they want to play with.
- The childminder has not yet provided a full range of toys and equipment to fully support children's understanding of diversity in the world around them.

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 in the conservatory.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at a range of documentation including children's records.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents through looking at recent written communication.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 2000. She lives with her three children aged 13, 11 and nine years in Sompting, West Sussex, close to shops, parks, schools and public transport links. The downstairs of childminder's home is used for childminding. There is an enclosed garden available for outside play. The family has a cat. This provision is registered on the

Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age group. She also cares for children aged from five years to 11 years. The childminder collects children from local schools and nurseries. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the organisation of resources so children are able to make more free choices about what they want to play with
- provide more toys and images which represent diverse backgrounds and disabilities to further develop children's understanding of the world.

Inspection judgements

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

Children benefit from the childminder's experience and knowledge of how children learn and she recognises that they develop and learn in different ways. The childminder has effective methods in place to assess children's development. These give her a detailed knowledge of their starting points and capabilities. Her assessments relate to the expected development for children's ages and cover all areas of learning. She organises her time effectively to support and enhance children's learning. Children develop good communication skills because the childminder chats to them as they play and listens to their replies. For example, she looks out of the window with children and talks about what they can see. Children become excited as they observe a blackbird dart down from the sky to eat seeds and nuts from the bird feeder. Children develop a love of books; they listen to stories, sing songs and practise their mark making and writing skills. They express themselves creatively as they construct models using a range of bricks, manipulate dough and take part in painting and sticking activities. Children's mathematical skills are fostered well. The childminder recognises that children learn through play. She uses many opportunities to help children make progress in their learning as they talk about shape, size, colour and numbers. Children begin to learn about the wider world, for instance, as they celebrate festivals. However, they do not play with a full range of toys and resources to support their understanding of diversity.

The childminder involves parents well in children's learning by informing them about their achievements and things they have done each day. The childminder shares children's

good progress alongside through frequent discussions with parents and shares their children's learning journals with them. The childminder shares ideas with parents to continue learning both at home and in her environment. She is clear about her role and responsibilities and plans effectively for children's assessment in advance, for example, by devising and implementing a procedure for the two-year-old check.

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

Children's self-esteem is developing well as the childminder continually praises their efforts and achievements. Younger children are motivated and confident. The childminder develops secure attachments with all the children, helping them to feel safe and valued in her care. Children frequently snuggle in close with the childminder to listen to books they have chosen. The childminder regularly changes the toys available, in order to maintain children's interest and curiosity. However, some of the toys are stored out of children's reach which means that children are not always able to make free choices. The childminder keeps minding areas safe and secure. She also allows children to take managed risks to develop an understanding of risks and the consequences of their actions. The childminder understands the importance of being a good role model and demonstrates to children how to keep themselves safe. She gives children daily opportunities to learn safety rules, for example road safety when on daily walks. Children learn about sharing, using manners and understand the importance of good behaviour to develop their social skills.

The childminder promotes children's good health very well. Children thoroughly enjoy lots of outdoor play, benefitting from regular fresh air. Children enjoy visits to parks, indoor activity centre's and swimming to increase their fitness levels and appetites. Parents provide healthy packed lunches and the childminder encourages children to drink plenty of fluids to quench their thirst. Children are developing an understanding of healthy eating and relish the regular cooking activities where they discuss the benefits of eating healthy foods. Through daily routines children are beginning to learn about the importance of simple, personal hygiene routines, such as hand washing before eating. The childminder supports children's moves to their next stage of learning through valuable and well-established links with local schools and nurseries. Children enjoy good continuity of care because the childminder works in close partnership with their parents.

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

The childminder has a good understanding of her responsibility to meet the learning and development requirements. She uses observation and assessment guidance well, together with information obtained from parents to identify what children already know and can do when they first attend. This enables her to plan for each child's next steps of learning, based on their prior knowledge, existing skills and abilities. The childminder involves children's parents by discussing what they know their child can do and what their interests are. She shares details of what they have been doing through daily discussions and

diaries. The childminder is aware of liaising with local agencies and other settings that children attend. Children benefit from this collaborative working. The childminder treats all children equally and they benefit from good levels of care. The childminder ensures they feel safe, achieve well and are fully included in activities.

The childminder takes all necessary steps to safeguard and promote the welfare of children in her care. She has a good awareness of child protection procedures, has attended relevant training and has a secure knowledge of the correct procedure to follow should she have any concerns. The childminder shares all her policies, including safeguarding and complaints, with parents so they are aware of her responsibilities. She has completed paediatric first aid training and has effective procedures in place to record accidents and administer medication. She effectively completes all required documentation and obtains written consents from parents so she can follow their wishes. The childminder implements a range of procedures to ensure that her practice remains up to date. This includes, working with other childminders, reading information on the internet and gathering feedback from parents. This helps her to develop her practice and identify areas for development. She has addressed the actions and recommendations raised at the previous inspection; this demonstrates her positive attitude towards continuous improvement.

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	130989
Local authority	West Sussex
Inspection number	813742
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	21/07/2011
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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