

Inspection date

Previous inspection date

04/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 positive approach and interaction with young children provides them with a secure base from which to explore and enjoy the range of activities on offer.
- The childminder encourages young children to be independent learners as they can help themselves to resources and initiate their own play.
- The childminder pays good attention to keeping children safe. She has a good understanding of her responsibilities with regards to child protection. Her home is safe with good steps taken to reduce potential dangers.
- The childminder develops friendly working relationships with parents and provides a very flexible approach to meeting their care needs and requirements.

It is not yet outstanding because

- The childminder's range of resources indoors does not include sufficient natural items to help young children explore natural textures, shape and colour.

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 the children participating in activities and interacting with the childminder.
- The inspector discussed the daily routines, practice and the organisation and management of the childminding service with the childminder.
- The inspector sampled documentation relating to safeguarding, risk assessment and children's daily learning.
- The inspector took into account information provided by parents.

Inspector

Janet Thouless

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and two young children in East Grinstead, West Sussex, close to shops, parks schools and public transport links. The whole of the first floor apartment is accessible to children except the master bedroom. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently

caring for one child in the early years age group. She also offers care to children aged over five years to 11 years. The childminder takes children to local groups, parks and out for walks in the local community.

What the setting needs to do to improve further

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

- provide a range of natural objects indoors to encourage children to explore and investigate using their senses.

Inspection judgements

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

Children are making good progress in their learning and development. This is because the childminder has a secure understanding of the learning requirements of the Early Years Foundation Stage. The childminder gains a good understanding of each child's individual needs, and starting points in their learning, through her good communication with parents. The childminder thoroughly enjoys the time she spends with the children. They benefit from the individual time and attention she gives them. The childminder provides children with a range of activities and experiences that are linked to their interests and abilities. She makes observations of the children while they play and links these to the seven areas of learning. As a result, she effectively identifies where a child is in their learning and their next steps. Parents share their views, in the children's development journals, which strengthens the partnership with parents. The childminder is knowledgeable about her responsibilities in completing progress checks for children aged between two and three years.

The childminder supports young children's learning well. She encourages playfulness showing young children how to build a tower of colourful beakers. Children giggle and smile at the childminder as they knock the beakers down. Young children enjoy looking at favourite books and snuggle up with the childminder to hear stories that the childminder reads well. She engages the children by encouraging them to feel the texture of materials in the book or make the sounds of the animals. Children listen attentively to rhymes and enjoy practising these. They join in with the actions as the childminder enthusiastically sings songs and places good emphasis on rhyming words. This develops children's language and communication skills. Children are developing the skills they need for the next stage in their learning.

Young children show curiosity as they pick up and explore shapes from the shape sorter. The childminder guides young children in placing the shapes in the appropriate holes. Children are developing an interest in being creative. They make squiggles on paper and enjoy exploring the texture of dough. Young children are developing their skills in moving and handling resources as the childminder provides push-along toys and trundle cars both indoors and out. As a result, children are developing well and are happy, settled and confident.

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

Children's emotional well-being is fostered as the childminder is very calm, caring and has a reassuring approach. Young children know they are special through the warm response they receive from her and the good support she provides. This helps develop children's personal, social and emotional wellbeing. Young children enjoy exploring their environment knowing that the childminder is close by. As a result, children feel safe and secure in her care. The childminder is a good role model offering guidance and support as young children play. This results in children showing good levels of concentration and interest in all that they do.

Children show a strong sense of belonging as they move safely and independently around the home. Toys are attractively displayed and easily available. As a result, children develop good levels of independence as they choose what they want to play with. Overall, the childminder provides a good variety of resources to support children's learning. However, the childminder does not currently provide many natural resources in her home. As a result, children are less able to investigate natural textures, colours and shapes. The childminder has made her home safe for young children to explore by having a number of safety features in place. For example, she has changed her safety gates to more suitable ones and she has put a barked area in the garden so that children can play on the swing safely.

Children are learning about healthy lifestyles. They go out every day, either to play in the garden, visit the local park or soft play venues. This gives them the opportunity to enjoy fresh air and be active. In addition, children enjoy visiting wildlife centres to look at native animals such as hedgehogs, rabbits and deer. As a result, children are beginning to develop an understanding of animals in their natural environment. Parents provide healthy lunches, which are stored appropriately. In addition, the childminder has a healthy eating policy and currently provides children with a good range of fruits at snack time. Children show a good awareness of the hygiene routines. For example, young children hold out their hands to be cleaned, using individual cloths to minimise cross infection, at meal times. Young children are content and settled because their individual routines are respected. They have regular naps so they are happy and refreshed, ready for more play.

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

The childminder works hard to provide good quality childminding that benefits children and their families. Parents are provided with written policies and procedures that underpin the good service the childminder provides. Parents comment favourably about the childminding service, in particular how the childminder took time to settle their children who are now relaxed, happy and confident in the childminder's care. In addition, the childminder shares information about children's care routines and activities on a daily basis and parents are invited to share children's home experiences, therefore supporting parental involvement.

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She refers to guidance documentation to help her identify children's current developmental stages. This supports her in identifying any emerging gaps in children's learning and responding to them as appropriate.

The childminder has a good understanding of the safeguarding and welfare requirements. For example, she has good knowledge of the possible indicators of child protection issues and has procedures to follow should she have any concerns about a child in her care. The childminder carries out regular risk assessments to help minimise potential dangers to young children. The childminder is establishing her self-evaluation systems and has identified areas for development such as improvements to the garden so children enjoy additional activities outdoors. The childminder has arrangements in place to attend a number of courses. She has attended fire safety training to support her in identifying fire hazards and making sure children evacuate the home quickly and safely in an emergency.

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	EY430507
Local authority	West Sussex
Inspection number	766013
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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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