

**Inspection date**

06/03/2013

Previous inspection date

07/05/2009

**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**

- Children enjoy taking part in a broad and interesting range of activities including outings to places of interest such as parks and animal centres. This extends their understanding of the world, as well as promoting their physical development.
- The childminder communicates very effectively with parents, involving them well in their child's learning. This successfully promotes consistency of care.
- The childminder competently uses assessment and monitoring systems to plan activities that offer each child a good level of challenge.
- Children develop good self-care skills as they learn about the importance of healthy eating and good personal hygiene.
- Good arrangements are in place to promote children's safety and to help them to learn how to behave in ways which keep themselves and others safe.
- Children enjoy the freedom they receive to explore the warm, homely environment. This helps them to develop independence and confidence.

**It is not yet outstanding because**

- children enjoy arts and craft activities but do not use a broad range of unusual and interesting materials to extend their creativity. In addition, the childminder does not always display children's artistic efforts to fully exploit opportunities to celebrate their achievements.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the childminder during the inspection.
- The inspector observed interaction between the childminder and minded children.
- The inspector viewed all areas of the property used for childminding.
- The inspector sampled documentation, including records of children's progress.
- The inspector read letters of reference provided by parents.

## Inspector

Liz Caluori

## Full Report

### Information about the setting

The childminder registered in 1998. She lives with her husband in Bexhill, East Sussex. Childminding takes place on the ground floor and there is a fully enclosed garden for outdoor play. There is a short set of steps leading to the front door.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has two children under eight years on roll, one of whom is in the early years age group. The childminder is able to collect children from local nurseries and schools and attends local toddler groups on a regular basis. The family has a pet dog.

### What the setting needs to do to improve further

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

- extend opportunities for children to express themselves through art and craft activities, for example, by using unusual and interesting materials and consider putting their creative efforts on display to acknowledge the children's contributions.

## Inspection judgements

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

The childminder has clear and efficient systems in place that support her to accurately assess children's abilities and plan for their future development. She monitors children's progress to identify any gaps in their learning and has experience of completing progress checks for children who are aged between two and three years. Parents take an active role in their child's learning. They use contact books to share observations from home and speak regularly with the childminder. This helps promote continuity and consistency of care for children.

Children take part in activities which very successfully promote their all round development. The childminder provides very good opportunities to promote their physical skills. In addition to regular exercise in the garden, children regularly go on walks and play on the equipment in local parks. The childminder takes children on an interesting range of outings to local facilities such as managed woodlands and animal parks. These experiences successfully extend their understanding of the world.

Children enjoy a good mix of free play and more directed activities in the childminder's home. They express themselves through role-play games, music and arts and crafts.

Children concentrate well as they create pictures using a range of materials including paint, pens and collage. However, they do not always use a broad range of unusual and interesting materials to express their creative ideas. Other than samples that the childminder retains for their developmental records, they take their creative efforts home with them each day. The childminder praises children as they engage in activities. However, she does not always consider celebrating their efforts and achievements further by putting them on display in her home.

The childminder skilfully promotes children's communication and language. She engages them in conversations, repeating back the things they say and introducing new words. She also uses good teaching methods such as asking open-ended questions. This encourages them to think and form full responses, as they develop good communication skills.

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

Children are happy and settled in the childminder's care and respond very positively to her friendly, fun manner. They behave well and are very sociable, following the childminder's good role modelling. Children demonstrate a strong sense of security and confidence, enjoying the freedom they receive to explore their environment. They choose the activities they want to take part in and are able to independently select the toys they want to play with. This supports their developing independence and confidence in the choices they make. The childminder provides an impressive range of resources, which she uses to very effectively extend children's learning as well as their enjoyment. Children demonstrate a good knowledge of the boundaries in place in the childminder's home. They also show a strong sense of security and belonging as they take an active part in routines such as tidying away toys. Children listen well to the advice they receive to help them stay safe, for example to take care when walking in areas where there are toys on the floor.

The childminder is sensitive to children's emotional well-being and has good arrangements in place to help to prepare them for their future transition to school. She speaks to them about what will happen and reads books about characters who are also preparing to start school. In addition, as they near school age she more directly targets support to promote numeracy and literacy where necessary.

The childminder's home is clean and well maintained. She places strong emphasis on helping children to develop good habits for a healthy lifestyle. Children know to wash their hands before eating and after toileting. The childminder also supports them to brush their teeth, offering good praise and encouragement. Parents provide the food for their child and respect the childminder's healthy eating policy. Drinks are constantly available for children to reach independently, enabling them to decide for themselves when to have water or juice, as part of a healthy lifestyle.

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

The childminder has made significant improvements to her provision since her last inspection. She has attended training courses and has reviewed her systems to reflect changes in the requirements for early years providers. The childminder has a good understanding of her responsibility to promote children's learning and development. She gauges her success by assessing and monitoring the progress that children make in their learning and development. In addition, she seeks the views of parents to help her to evaluate her strengths and areas for future development that will improve outcomes for children.

Children benefit from the very good relationships in place between the childminder and their parents. This helps ensure that they receive care which is consistent and coordinated and meets their specific needs. Parents receive good information about their child's development from the childminder to actively involve them in their child's learning. However, the childminder does not always present information relating to more general aspects of her service that is kept up to date. There is a file which has a range of policies, certificates and fact sheets for parents to refer to. This helps them understand more about how the childminder cares for their children. Parents express high levels of satisfaction with the care their children receive. In a letter prepared for the inspection a parent comments on the 'exceptional care' the childminder provides. The parent says 'my child has progressed considerably since being under the childminder's care. She has learnt a wide range of words and excellent social skills, in addition her health and physical development is constantly improving'.

The childminder prioritises children's safety well. She has completed child protection training and is aware of the procedures to follow if she has concerns about the welfare of any child in her care. The childminder regularly completes risk assessments, which she uses to identify any potential hazards. She considers the abilities and individual needs of each child when putting safety precautions in place. The childminder holds a valid first aid certificate and maintains all required records relating to accidents and medication. All of this contributes to the safety and welfare of each minded child.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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

<b>Unique reference number</b>	505681
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	814294
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/05/2009
<b>Telephone number</b>	

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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, which are usually the childminder's 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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