

Inspection date

08/03/2013

Previous inspection date

12/10/2009

The quality and standards of the early years provision

This inspection: 3

Previous inspection: 3

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

- The childminder has a secure knowledge and understanding of safeguarding procedures.
- Good systems are in place to help children feel secure as they move on to other settings.
- The childminder helps children to feel secure, settle in quickly and develop strong emotional attachments.
- Children are physically active, and developing a good understanding of a healthy lifestyle.
- The well organised learning environment helps children make choices and progress in their learning.

It is not yet good because

- the assessment system is not fully effective as observations are not consistent or used effectively in planning, or to inform the two-year check
- the childminder does not fully involve parents and other settings that children attend in the their learning
- systems to support children for whom English is an additional language are not yet secure
- self-evaluation is not effective enough to bring about the best improvement.

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 majority of inspection time was spent with the childminder observing her and the children she was caring for.
Ongoing discussion with the childminder took place throughout the visit.
- Safeguarding evidence was gathered through discussion with the childminder and by viewing a safeguarding policy on the use of cameras in the setting.
- Parents' views were gathered through discussion with one parent and by two parents providing letters.
- Children's information, development records, accident, medical and attendance records were sampled.

Inspector

Jacqueline Walter

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her husband, two adult children and a child aged ten years. They live in Seaford, which is in East Sussex. Access to the house is via quite a few steps down from the road. The childminder uses the whole of the ground floor of the house for childminding and there is a rear garden available for outdoor play. The setting is close to shops, parks and transportation links. The childminder has a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has 13 children on roll. Of these, seven are in the early years age range. The childminder supports children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- improve systems for observation and assessment, including the two-year check, to understand children's level of achievement, interests and learning styles, and to then plan learning experiences in all areas of learning for each child reflecting those observations.
- improve the educational programme for communication and language by providing information for parents about how strong foundations in a home language support the development of English, and provide opportunities for children to use their home language in the setting.

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

- extend the two-way flow of information with parents to share information about children's interests and development at home, and how they can contribute to children's ongoing learning
- develop further the partnerships with other settings that children attend to support the children's learning and development
- develop the systems for self-evaluation to monitor the educational programme and identify and address areas for development .

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

The childminder is friendly, caring and she is interested in the children. She plays with children at their level and extends their learning well in some areas. She encourages children to focus and develop their mathematical and language skills by asking many open-ended questions and introducing new words. For instance, she asks what shape the top of a rocket needs to be when children make their models and then introduces the word 'cone'. She talks through what she is doing as she shows children how to make the cone shape. This helps children to understand and think about what they do. As a result, children delight in their achievements, commenting how their rockets are 'cool'.

Children have some good opportunities to explore and develop their understanding of the world. They visit the local beach on occasions and when they notice birds such as 'robins' they make binoculars and take them to the woods to observe other birds. They also discover and discuss how they hear the birds singing in the rain.

Children have sound opportunities to explore and develop their skills in expressive art and design. They take pleasure in exploring materials, such as mixing paint and creating collages and enjoy experimenting with tree rubbings. They enjoy making marks and squeezing and feeling the texture as they make models with play dough. Through the activities provided the children are developing the skills and attitudes they need to be successful learners in the future.

The childminder does not have fully effective systems to assess children's progress and development. Through discussion, she demonstrates some systems to identify their starting points. For example, she observes what they can do when they first attend in some areas of learning. She then does monthly written observations and uses examples of children's work, identifying their next steps in development. However, the childminder does not link these observations of what children can do and understand to the ages and stages of development in all areas of learning. As a result, she does not effectively plan children's individual development, take account of children's interests or ensure a balance of indoor and outdoor activities. Consequently, children do not make the best possible progress in their development.

The childminder is aware of the requirement to carry out a written assessment on children between the ages of two and three years. However, her understanding and implementation of the requirements is limited. She appropriately shares the summary with parents, but this does not include information about the key areas of children's learning. The childminder appropriately informs parents about their children's progress and activities in the setting. For example, she regularly shows them the observation records and discusses with them on a daily basis what children have been doing in her setting. However, although parents and the childminder regularly talk about the children's general care, there are no systems in place to help them to extend their child's learning at home. In addition to this, the childminder does not encourage parents to share information about children's interests and learning at home.

The childminder has an appropriate awareness and understanding of inclusion. Most children, regardless of ability, are actively involved and challenged. However, children who are learning to speak English as an additional language do not have opportunities to use their home language in the setting. In addition, there are no dual language books or opportunities to see their home language in the childminder's home.

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

The childminder uses some effective systems that help children develop secure emotional attachments. For example, when they first attend the setting the childminder encourages parents to leave an item from home with her. This enables children to realise that parents will be coming back soon. As a result, children feel reassured and settle quickly. Children demonstrate a sense of belonging with childminder. They display confidence and self-esteem. For example, young children confidently enter the setting and they immediately and independently find what they want to play with. They happily wave to their parents as

they leave the setting. They are confident in making known their wants and needs. For example, young children hold their arms up to indicate they want help to sit on a chair and older children confidently speak to the childminder about what they can and cannot do. Children are developing the characteristics of good learners as they receive lots of praise and encouragement from the childminder, who is a good role model. The childminder has suitable procedures in place to manage children's behaviour. Parents see and discuss the methods used for behaviour management with the childminder at initial visits to ensure consistency.

The learning environment helps children make suitable progress towards the early learning goals. It is welcoming and organised appropriately, allowing children to direct their own play. The range of resources, which meet the needs of all ages of children are predominately set out in the conservatory at the children's level. This means they can make independent choices in their play. The childminder regularly uses the local toddlers clubs to add to her resources and enable her to offer further challenges to the children.

The childminder promotes children's health appropriately. She has suitable sickness and medication policies and procedures in place to underpin the care she offers and shares these with the parents. The childminder helps children to learn about keeping themselves safe through doing regular fire drills and through discussing dangers. For example, she reminds them how they need to sit properly on chairs as they may fall off and hurt themselves. The children learn about the importance of good personal hygiene through following everyday routines. Older children are independent in self-care. They are developing appropriate understanding through discussions with the childminder. For example, they know they have to wash the dirt off their hands before eating. Young children understand of the importance of being active. They gain confidence and skills using the variety of resources in the garden. They enjoy trips to two local parks, one of which has a high slide, tyres and rope climbing equipment. In addition to this, they enjoy occasional trips to the beach and to the local woods. Children also enjoy participating in action rhymes inside the setting to keep physically fit.

The childminder works appropriately with parents to provide healthy and nutritious meals. Parents provide all their children's meals and snacks. However, the childminder ensures she meets children's dietary requirements when they visit other groups. Children have opportunities to develop their knowledge and understanding of healthy foods and the importance of drinking. They engage in activities, such as making collages of healthy, and not so healthy foods. The childminder also ensures their bottles of drink are easily accessible at all times. As a result, older children know some foods such as carrots and cucumber help them to grow big.

The childminder helps prepare children well for their move to other early years settings. She shares a book about going to the local nursery before they attend. They also regularly collect other children from the nursery and become familiar with the environment. In addition to this, children are able to visit the local school and talk positively about experiences they will enjoy. This helps to prepare them for their move to school.

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

Overall, the childminder has a suitable understanding of her responsibility to meet the learning and development requirements. However, there are some weaknesses in her assessment and planning system and her understanding of implementing the two-year progress check. The childminder meets the children's needs appropriately overall. However, there are weak systems in place to monitor the educational programme and enable her to see and address any gaps in children's development.

The childminder has a good understanding of meeting all of the safeguarding and welfare requirements. She maintains all the required records appropriately and has good systems in place to minimise risk to the children. For example, safety gates prevent access to the kitchen area and she maintains a visitor's record. The childminder takes positive actions to minimise risks to children on outings. Through completing additional training courses, the childminder fully understands her responsibilities, including the need to report concerns about the welfare of the children in her care. All adults in the household are suitable to have contact with children. The childminder maintains and stores records confidentially.

The childminder has limited systems in place for evaluation that help her to set challenging targets for improvement. She has informally asked parents what they think of the setting but has not yet fully investigated their opinions and views. She has completed some self-evaluation and has identified and taken action to improve the health and safety of children. For example, she has attended additional training on Safeguarding Children from Abuse and Food Safety and Hygiene.

There are sound systems in place for sharing information with parents. For example, the childminder gives written copies of policies and procedures to parents before she cares for children. Parents state they are extremely happy with the childcare provided and would recommend her service. They appreciate that children have outings nearly every day and enjoy many creative activities. They acknowledge that the childminder works well with them, helping and giving good advice on care. She also ensures that she takes full account of children's special dietary needs.

The childminder is beginning to develop some positive links with other professionals involved in the care of the minded children. For example, she helps parents link with health professionals to assess children's development. She also talks to staff about children's care needs when they attend other settings. However, she has yet to establish any systems to support their learning.

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 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

Unique reference number	EY235442
Local authority	East Sussex
Inspection number	843438
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	12/10/2009
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, 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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