

Inspection date	13/03/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder prepares children for their move into other early years settings exceptionally well. She plans for children to socialise with other children who will also attend the new setting, to ease their move.
- The childminder is exceptionally skilled at promoting positive attitudes to learning and interacts extremely well with children. As a result, children are motivated and delight in their activities.
- The childminder encourages children to make very secure attachments and they develop an excellent sense of belonging.
- The childminder promotes a healthy lifestyle extremely well and children have very good opportunities to develop their knowledge of healthy eating and the importance of exercise.
- Children are very well behaved as the childminder encourages them to work together and they discuss clear and consistent boundaries.

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. This took place in the childminder's home in the lounge.
- Children's information, development records, accident, medical and attendance records were sampled.
- Ongoing discussion with the childminder took place throughout the visit. Safeguarding was discussed with the childminder.
- Parents' views were gathered through letters left at the setting.

Inspector

Jacqueline Walter

Full Report

Information about the setting

The childminder registered in 2003. She lives with her two children, in Goring, in West Sussex. The childminder works on an occasional basis with an assistant. She uses the toilet on the first floor and the whole of the ground floor for childminding. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration also includes overnight care, for one child aged between one and eight years. She has 15 children on roll, of these, five are in the early years age range. Children attend on a full and part time basis. The childminder walks and uses a minibus to take and collect children from local schools.

What the setting needs to do to improve further

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

- further develop self evaluation systems to gather all relevant views of parents, so that changes to practice can respond more closely to their views

Inspection judgements

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

The childminder has an excellent understanding of how children learn and develop. As a result she provides an exciting range of activities that capture young children's interests and hold their attention. For example, children develop their understanding of the world by visiting a local farm twice a year. They delight in talking about how they see lambs being born and then how they have grown. They also enjoy experimenting with materials such as clay, exploring their actions can change materials. The childminder is exceptionally skilled at promoting positive attitudes to learning and interacts extremely well with children. She works actively at their level, participating in their activities. She takes care to sensitively encourage their independence. She notices where their interests lie and is quick to support and extend their learning. She encourages children to build upon their knowledge of space and shape. For instance, while doing puzzles with children, she shows them how to talk and describes her actions. As a result, children are motivated, make links and begin to notice patterns, as they extend their vocabulary.

Overall, the childminder is very effective when encouraging young children to develop their communication skills. For example, she consistently uses open-ended questioning which helps them to think and focus. When children excitedly find play animals and just

utter the sounds they make, she models building sentences by repeating and adding more words. Consequently children learn to form simple sentences. In addition to this, the childminder supports children who speak English as an additional language well by providing pictures of items with English and the children's home language. Children's physical skills are developing very well as they access an excellent range of indoor and outdoor resources. They enjoy weekly visits to both a music club and an indoor soft play centre to further develop their physical skills. They regularly access the garden using climbing and balancing equipment. Older children select materials safely and with increasing control. They confidently build with small construction equipment completing models of their gardens.

The childminder's observation and assessment system is extremely effective. She uses information from assessments very well to plan children's individual development. As a result, children make very good progress in all areas of learning, which in turn ensures their readiness for school. She has very effective systems in place to identify what children can do when they join her. She gathers information on children's interests from parents and completes observations herself, which she clearly links to ages and stages of development. The childminder then completes regular written observations. This enables her to clearly identify children's achievements and their next steps for learning. The childminder uses this information to successfully underpin her planning of activities. Parents are extremely involved in their children's learning. They have access to observation records at all times. They successfully share information on what children are doing at home and work very closely with the childminder taking account of her suggestions and ideas to support children's learning at home. Children make rapid progress because of this.

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

Children feel very secure with the childminder. She works very closely with parents by using resources from home that are familiar to the children. Parents are successfully encouraged to spend time settling their children in and share information. Consequently, the childminder's knowledge of the children's needs is very clear. She knows about their likes, dislikes and routines and takes these into consideration to support their care and learning. This enables the children to be very confident and develop very secure emotional bonds. They confidently demonstrate how they want to do things independently, such as continuing to play with their own choice of resources rather than joining in with other activities.

The learning environment helps children progress very well towards the early learning goals. The childminder organises resources safely and at the children's level. This successfully encourages them to develop their independence and choice and decision making skills. Space is organised very safely allowing the childminder to effectively supervise children at all times.

The childminder effectively encourages children to excellent learning habits. She uses extremely good strategies to encourage children to work together. For example, she

invites children to help each other carry resources to use in other rooms. Children are also developing a very good understanding of sharing and cooperative play. For example, she provides young children with two of some resources to avoid conflicts. She discusses and implements clear expectations with older children so that they are fully aware of her clear expectations and boundaries.

Young children are developing very good self-care skills. They develop a good understanding of the importance of drinking as they help themselves to their own drinks. Children learn to make choices from healthy foods. They also enjoy sampling foods, such as tomatoes and cucumber that they help to grow. Children are very active as they enjoy access to a wide range of outdoor equipment. They learn how to take managed risks and how to keep themselves safe as the childminder discusses potential dangers and why they may happen.

The childminder prepares children for their move to other early years settings exceptionally well. Children are able to visit their new settings with her to help settle them in. They are also able to attend social occasions with other children that will also be attending the new setting. This means that they are comfortable and settled from the outset.

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

The childminder has an excellent understanding of her responsibilities to meet the learning and development requirements. Her knowledge of the safeguarding and welfare requirements is also outstanding. She demonstrates a very good commitment to providing a safe indoor and outdoor environment for children. For example, she fits safety gates throughout the setting, and she locks external doors, keeping keys accessible but away from the children's reach. She conducts daily safety checks, and regularly reviews risk assessments on both the premises and outings. The childminder also has a thorough understanding of promoting and reporting concerns regarding children's welfare. As a result children are very safe in her care.

The childminder has very strong relationships with parents. She shares information about her practice by providing written policies and procedures for parents. This ensures they are very clear about both their and the childminder's role and responsibilities. She also regularly shares information about children's routines, activities and learning. She does this through written summaries of their development and learning intentions as well as daily conversations. Partnerships with parents have a valuable impact on their children's wellbeing. For example, parents are actively involved in helping children feel secure by sharing resources from home in the setting. Parents say they are extremely happy and the childminder provides a high level of care. They feel the childminder supports children's learning by offering opportunities they are unable to receive at other settings, such as trips to farms and on woodland walks. They also feel valued as the childminder helps them promote their children's learning at home by giving ideas and suggestions.

The extent to which the childminder works with other professionals to get a child the support they need is extremely effective. She regularly speaks to other carers involved with the children and obtains records that suggest how to promote their learning. She then shares and uses this information with parents to promote children's development. For example, when children are learning about letters and sounds she encourages parents to carry out activities at home. These include getting children to notice the initial sounds in words by sounding them out. This gives children targeted opportunities to develop and consolidate their learning at home.

Overall, the childminder demonstrates a very effective commitment overall to improving her service. She effectively self-evaluates the vast majority of aspects of her provision and takes action to improve any identified areas of weakness. For example, she introduces new ideas obtained from other settings, such as exploring with clay. As a result of concerns on children's safety when walking home from schools, she has purchased a minibus. She has also purchased storage units enabling children to see and access the resources easier. She takes full account of the children's views. For example, they contribute to ideas for outings and trips during the summer holidays, which in turn help to successfully develop their understanding of the world. However, although she has asked for feedback, she has not yet fully explored parent's views and opinions on the quality of the provision, which means that she has not made the most targeted changes to her practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY244248
Local authority	West Sussex
Inspection number	843466
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	15
Name of provider	
Date of previous inspection	09/03/2009
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, 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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