

Inspection date	25/03/2013
Previous inspection date	25/07/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 is extremely skilled at engaging with the children and motivating them to join in with very high quality activities that support their learning and development.
- The childminder constantly discusses safety with children. As a result they have an excellent understanding of identifying and managing risks.
- The childminder's enthusiastic approach to her childminding provision demonstrates her devotion to providing high quality childcare and improving outcomes for children.
- The childminder's home is very welcoming and the extensive resources are easily accessible to children, allowing them to choose what they want to do.

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 observed how the childminder and her assistant interacted with the children.
- Throughout the inspection the inspector observed activities both indoors and outside.
- The inspector sampled a range of documentation including children's records, the childminder's training certificates and written policies.
- The inspector carried out discussions with the childminder and her assistant at appropriate times throughout the inspection.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 2004. She lives with her partner and three teenage children in Hove, East Sussex, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. She has a pet cat. The childminder regularly works with an assistant.

The childminder is currently minding 8 children in the early years age range. The childminder also offers respite care to children. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop independent skills, for example by helping in the preparation of activities.

Inspection judgements

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

The childminder is highly skilled at allowing children to direct their play and then supporting their choices. She knows what they like to do and makes sure they can access the resources they need independently. For example when they decide they want to make a den she happily encourages them and readily pulls out the sofa for them to crawl behind. She supplies a selection of blankets for them to cover over some chairs to sit under after they have lined them up to make a bus, working out for themselves how to get the blanket to fit the space. This demonstrates her enthusiasm for encouraging children's inquisitiveness as they experiment and use their imaginations creatively. The childminder sees the learning potential in every activity and inspires children to want to learn. She continuously talks to the children, discussing what they are doing and asking them to make decisions such as how to do things. The childminder welcomes children's comments and suggestions during activities. For example, during a craft activity some children ask for scissors and she gets them. As other children see and ask for scissors she gives them out so they can each complete the task their own way, such as cutting out long legs for the chick instead of just feet as the childminder had done. However, she misses some opportunities to allow children to develop independent skills and be involved

in preparations for the activity because she cuts out the chick shapes herself.

Children are extremely busy and absorbed in their chosen activities. They learn how things work as they push and pull the levers on the garage so cars go up and down in the lift. Children enjoy music and combine it with learning about rhyming as they sing. They choose musical instruments which they shake, bash and blow in rhythm with the rhymes. They watch the childminder reading the lyrics and march along to the Grand Old Duke of York, singing loudly together. Children find out about the natural world as they watch video clips of lambs being born which some children originally saw first hand. The childminder encourages children's interest in books and reading at every opportunity including outdoors. When all the children sit in the play house outside the childminder quickly suggests reading to them. The childminder asks the children to choose the story so they are interested and she uses lively expression in her voice to maintain their interest. She encourages communication and language through constant dialogue and discussion, encouraging the children to ask and challenge her.

The childminder has an extremely detailed system for precisely observing and monitoring each child's progress across all areas of learning. She knows exactly what stage they have each reached and competently incorporates the next steps in their learning into the planning. Activities are organised cleverly so they are well matched to each child's ability and they can take part at their own level. Parents are invited to regularly contribute details of what their children are interested in at home so they are fully involved in the children's learning. The childminder completes progress checks for children aged two years exceptionally well to identify any gaps in their learning. She includes the parents in this process so they are working in partnership in the very best interest of the children. Children make excellent progress towards the early learning goals from their starting points. The childminder follows children's spontaneous interest in activities, such as when they see the play dough in a cupboard. The children eagerly prepare the table and tools they need and wait for the childminder to try to improve the quality of the sticky dough. She suggests they put their hands in the flour before handling it but it quickly becomes so sticky, children confidently tell her that it is 'the worst dough' they have ever played with. The childminder is happy to agree with them that this is not one of her skills.

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

Children help themselves to an extensive range of resources and activities in the childminder's welcoming home. She helps them settle when they are new by gradually increasing the time they spend with her. The childminder gets to know each child very well. She is aware of their moods and behaviour that indicates to her how they feel, so she recognises when they are hungry or tired and when they need to rest. Children's behaviour is exceptional. They have a first rate understanding of the impact of their behaviour in relation to safety. For example they quickly notice when a chair is in the doorway or upturned in the play house and that it might be an obstruction or hurt someone. Children are often heard alerting each other to possible hazards saying, 'look out, see what happens'. The childminder instils this knowledge in the children extremely well as she calmly explains all the time how to do things and the consequences of not

being careful. Children know they are valued and highly respected as the childminder takes time to listen to them and takes what they say seriously.

Children play outside every day and go on a wide range of local outings. They know the fresh air is good for them and the effect some things have on their bodies. For example they say hot chocolate is for when it is windy. Children hugely enjoy the outdoors, pushing dolls in buggies and riding trikes, controlling them well as they manoeuvre round the small, but well-used space. Children can practise writing outside on the large chalk board and the childminder takes the opportunity to read to them in the play house so they have the same good learning opportunities outside as they do inside. Children are very well prepared for their move on to school as the childminder reads them stories about school and they accompany her on the school run so they are familiar with the building. The childminder encourages their concentration skills with activities that require them to sit for a while. She effectively introduces literacy and numeracy at an appropriate level, using a number line and labels for recognition. The children's personal, social and emotional development is further encouraged as the childminder makes sure they can be independent in dressing for the outdoors and walking safely along the road.

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

The childminder is inspirational and a skilled early years educator. She motivates children to learn through well planned and fun activities. She has a clear understanding of meeting the learning and development requirements so each child makes excellent progress from their starting points. She monitors their progress extremely effectively so she can identify any gaps in children's learning and ensure they have any additional support they need. The childminder maintains and updates her knowledge through effective self-evaluation and ongoing training. She is completing the quality assessment award which includes regularly seeking the views of parents on various aspects of her provision. This enables her to identify key aspects of her provision for improvement. For example she identified the need for a visual timetable for children. This is now in place and children refer to it so they know what is happening next. The childminder attends a vast number of training courses which extend her skills and knowledge. For example she has studied Emotional and social aspects of development, Communication for all, Getting out and about safely, Relationships and interaction and Safeguarding. This clearly demonstrates the childminder's strong determination to provide high quality care, learning and support for children and their families.

Recent safeguarding training has enabled the childminder to refresh her already robust knowledge of the possible signs that a child is at risk and the procedures to follow to safeguard them. The childminder has updated her policy to include a 'keeping children safe' aspect in relation to minded children and her family members. All visitors to the childminder's home are recorded to show when they are present. The inspection was brought forward following an investigation by Ofsted. No actions were set regarding the concerns investigated but breaches of two requirements were found at the visit and actions were set relating to records and ratios. These have now been fully met. The

childminder works with an assistant and parents have given written consent for her to be in sole charge of children for short periods of time. The assistant has completed a paediatric first aid course to enable her to do this safely. The childminder does not allow any assistants who do not have first aid training to be left alone with minded children in case they are not able to manage accidents effectively. This protects children.

The childminder values highly the importance of working in partnership with parents. She has taken time to get to know them very well and shares regular, excellent quality information with them about the children. She sees this as an important, two-way process where parents share information about the children at home and the childminder tells them what the children do when they are with her. Children take home 'interest forms' for the parents to complete about what their children have been doing at home and what their current interests are. The parents can see the children's learning journeys at any time and receive a termly, detailed progress report. This involves them fully in their children's learning. The childminder demonstrates an excellent attitude to partnership working as she uses an information form to share details of children's progress with other settings they attend. The childminder's enthusiasm and commitment to the children provides an inclusive environment where individuality is highly respected and valued.

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	EY269598
Local authority	Brighton & Hove
Inspection number	906732
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	8
Name of provider	
Date of previous inspection	25/07/2011
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, 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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