

Inspection date	02/04/2013
Previous inspection date	26/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 creates a warm, welcoming and stimulating environment where children quickly settle and feel at home.
- The childminder skilfully supports children's learning as they play and helps them make good progress towards the early learning goals.
- Children develop good levels of independence as they choose resources from the well-organised playroom.
- Children enjoy a wide variety of fun outings where they learn about the natural world.

It is not yet outstanding because

- Parents are not consistently involved in the assessment and learning process so the childminder and parents can work more effectively together to further support children's learning and development.

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 activities indoors and in the garden.
- The inspector sampled children's assessment records and other documentation.
- The inspector discussed childcare practices with the childminder.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2006. She has a recognised childcare qualification. She lives with her partner and one child aged over eight years. They live in a house in East Hoathly, East Sussex near to shops, schools and parks. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There are steps into the garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. She also offers care to children aged up to 11 years.

What the setting needs to do to improve further

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

- improve the partnerships with parents, for example, by encouraging them to share what they know about their child's learning and development and to consolidate children's learning at home.

Inspection judgements

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

The childminder uses good systems for establishing children's starting points. She gains some useful information from new parents about children's interests and routines. The childminder is very sensitive to children's needs. For example, she carries out home visits for those children who are less confident and find it difficult to settle. The childminder makes good use of her ongoing observations and assessments of children's progress to plan further suitably challenging activities. She has a good knowledge of how well individual children are achieving in the areas of learning. As a result, the childminder is able to competently identify and narrow any gaps in children's learning. Overall, the childminder keeps parents well informed about children's daily achievements and welfare. However, the childminder does not actively encourage parents to share in the ongoing assessment of their child and consolidate learning at home.

The childminder plans and provides a wide range of stimulating learning experiences for children. She successfully adapts the activities to meet the learning needs for individual children. The childminder interacts effectively with children and actively extends their learning and development. As a result, children develop well in the skills they need to

secure future learning.

The childminder talks to children as they play and helps them develop good communication skills. She repeats and reinforces words they say. She responds well to children as they use sounds and gestures to make their needs known. Children enjoy looking at books with the childminder. They find their favourite stories and name the ducks they see. This shows they are developing well in their literacy skills. Children become independent learners who have fun exploring and investigating the interesting resources. They develop a good understanding of their world as they watch what happens when they throw feathers in the air. They have fun blowing soap bubbles and making them pop. Children develop good early writing skills as they use tools with increasing control.

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

The childminder is caring, friendly and supportive. Children form strong emotional attachments to the childminder and enjoy snuggling up to her when they are tired. They show a strong sense of security and belonging as they confidently move away from her side to explore. Children make decisions about their play and independently choose resources. The childminder has made this possible by creating a very accessible playroom with plenty of low storage units that children can reach. The childminder has a good range of suitably challenging resources that she uses effectively to support children's learning. The playroom is very attractive with many interesting posters on display, along with the children's own work. This shows the children that the childminder values their efforts.

Children behave well and build positive relationships with others. The childminder has good strategies for managing children's behaviour. She encourages sharing and helps children learn to value differences in society. The childminder builds children's self-esteem as she praises them and celebrates their achievements. The childminder prepares children well for moving on to other settings and to school.

The childminder effectively meets children's individual welfare needs. She provides healthy home-cooked meals for them and her menu is successfully adapted to meet children's dietary needs. Children help themselves to drinking water when they are thirsty. They adopt good hygiene practices and play in a clean environment. Children enjoy plenty of physical exercise and fresh air. They show good physical skills as they kick the football and play on the trampoline. The childminder provides good support for children as they learn to negotiate the steps safely. Children learn to manage risks as they play on more challenging outdoor equipment.

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

The childminder shows a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has recently completed safeguarding training. As a result, she is up-to-date in her understanding of her role and responsibility in any child protection concerns. The childminder gives high priority to keeping children safe. For example, she carries out robust daily safety checks and risk assessments on her home and for outings. All the required documentation to help promote children's welfare is in place and well maintained. The childminder works closely with parents and this contributes to meeting children's individual welfare needs. The childminder has good systems for working with agencies to provide additional support for those children who need it to help them achieve.

The childminder demonstrates a thorough knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She implements the requirements effectively and this results in every child making good progress in their learning and development. The childminder successfully monitors and evaluates her educational programme and assessment system. She has made good use of the local authority in reviewing and improving her processes. The childminder is currently adapting her already good assessment system to make it simpler and even more effective in tracking children's progress. The childminder is keen to develop her knowledge and skills in order to continually improve outcomes for children. She shows a strong ability to evaluate her practices and has a realistic view of her strengths and weaknesses. The childminder actively seeks advice and ideas from support workers and other childminders. The childminder implements new ideas that benefit children. For example, the introduction of the treasure basket helps children develop their sensory skills. The new labelling of the toy storage helps promote children's developing literacy skills and independence.

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	EY335916
Local authority	East Sussex
Inspection number	789979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	26/03/2012
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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