

Inspection date	15/04/2013
Previous inspection date	27/07/2009

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 are making good progress in their learning and development as the childminder provides well-planned activities based upon their individual interests and developmental needs.
- Children are happy in the care of the childminder, who provides them with constant reassurance and praise; this helps to boost their confidence and self-esteem.
- The childminder has a good understanding of how children learn. She encourages them to choose their favourite books and toys and joins in their play enthusiastically.
- The childminder regularly evaluates her practice, which results in well-targeted plans for continuous development.

It is not yet outstanding because

- Ways to involve all parents in their children's learning and development at home have not been fully explored.
- Opportunities for children to build on their early reading skills are not fully promoted within the learning environment.

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 in the open plan lounge/dining area.
- The inspector spoke to the childminder at appropriate times while observing the activities.
- The inspector looked at children's records and learning journeys, as well as policies and procedures.
- The inspector discussed the self-evaluation form and improvement plan with the childminder.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 1990. She lives with her partner, son and two adult children in Polgate, East Sussex. The downstairs of the property is used for childminding, with toilet facilities on this level. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll; two are within the early years age range. The childminder also cares for children over eight years of age and collects children from the local school. The childminder has a dog, two cats and fish in a pond.

What the setting needs to do to improve further

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

- create an environment that shows varied examples of text to further encourage children's early reading skills
- consider and implement further ways to involve all parents more fully in their children's learning and development at home.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and provides a range of experiences and opportunities to promote children's development in all areas of learning. She has completed the required progress checks for two-year-olds, and has made these accessible for parents.

The childminder provides a wide range of activities that capture children's interests and builds on their existing knowledge and skills. This contributes to the good progress they are making towards the early learning goals. When children first start, the childminder finds out all she can in order to help establish their developmental starting points. She uses this information to plan the children's next steps for learning. The childminder makes a few suggestions to support children's learning at home, although this area of practice is less well developed and does not fully encourage all parents to play an active role in their child's learning. The childminder's planning and assessment procedures are thorough and

she tailors them to the children's individual needs and interests. Therefore, children are enjoying their learning experiences. The childminder plans a good balance of adult-led and child-initiated play. Children have plenty of free choice and time to make decisions about what they want to do during their fun-filled day.

The childminder is extremely supportive of children's play and is skilled at knowing how and when to intervene. This means children are able to attempt things for themselves, knowing the childminder is on hand if they need help. The childminder becomes actively involved in children's play, which enables her to encourage them and extend the learning opportunities. For example, when children play with food in the home corner, the childminder asks them to name the various food items and talk about what dish they intend to cook. Children independently select from a varied range of books. Although children are learning to enjoy books, they see few other examples of words in the home to show them how words can be used in fun ways to convey meaning.

Children's physical skills are developing well. They move confidently around the childminder's home and independently access a wide range of age-appropriate resources. Children have opportunities to develop their technology skills as they play with electronic toys and games, for instance pop-up and press-button toys. Babies have good fun as they press the buttons and smile when they hear music. These all promote valuable skills for their future learning. Children gain an understanding of their local community as they go on regular visits to toddler groups, the park and indoor soft play areas.

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

The childminder offers a warm and welcoming home environment where children feel comfortable and secure. She organises effective settling-in routines, which help her to get to know parents and children well. Consequently, children develop strong bonds with the childminder. The childminder liaises closely with parents to help young children prepare for the next stage in their learning. For example, she takes them to toddler groups so they become familiar with larger groups and a new environment, in readiness for pre-school.

Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises mean children play in a safe and clean environment. The childminder helps children develop their understanding of how to be safe. They discuss how to keep safe on outings, for example as they learn about road safety. Children develop a purposeful understanding of appropriate behaviour because the childminder provides consistent boundaries, with gentle reminders. Children's self-esteem is developing well as the childminder praises their efforts and achievements continually. Younger children are motivated and confident. They readily select the toys they wish to use with a purpose and reason. The childminder provides a good range of resources and she builds on these according to children's interests and level of involvement. She has spent time preparing a stimulating learning environment to support children's all round development.

Children develop good self-care skills as the childminder encourages them to put on their own shoes and coats and make choices about the toys they wish to play with. All children show a strong sense of belonging at this setting. They display high levels of confidence and self-esteem for their ages; for example, they relish taking responsibility for tidying up. Children's health is promoted well because the childminder ensures they learn sensible hygiene routines. They enjoy lots of outdoor play in the garden, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks, to extend the options for outdoor play so that children benefit from fresh air and exercise.

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

Children are safeguarded well because the childminder has a strong knowledge of child protection issues. She is fully aware of her responsibilities with regard to supervising the children in her care and ensures effective health and safety procedures are in place. The environment, both indoors and outside, is subject to the implementation of detailed risk assessments. The childminder reviews the home and garden daily, as well as the activities and the outings she organises.

The childminder demonstrates a good understanding of the learning and development requirements, and how to provide a rich learning environment for children. She provides suitable activities that challenge children and help them make good developmental progress. She effectively records and monitors children's progress so she can identify any gaps in their learning.

The childminder is keen to provide the best quality care and learning for children and strives to continually improve her practice. She is committed to continuing her professional development and has plans to attend future relevant training courses. The childminder demonstrates a strong drive for improvement and through careful monitoring and evaluation has identified areas for development. As a result, this enables her to set appropriate targets to improve learning opportunities for children.

Good relationships are established with parents. The childminder has developed written policies relating to her service, which she shares with parents to keep them informed of her responsibilities. She communicates verbally with parents on a daily basis; this ensures they are fully aware of the care provided and the activities their children have taken part in during the time spent with her. She takes and collects children from school and ensures that relevant information is relayed back to parents.

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	109052
Local authority	East Sussex
Inspection number	813353
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 1
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	27/07/2009
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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