

Inspection date	25/04/2013
Previous inspection date	10/11/2011

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

- The childminder is very attentive to children's individual needs and children benefit from her warm and affectionate care.
- The childminder adapts her learning environment to suit the interests and learning styles of each child. This helps them to engage in purposeful play at all times.
- The childminder skilfully plans activities which meet children's developmental needs, helping them to progress well.
- The childminder is committed to lifelong learning, regularly updating her knowledge and understanding of good practice. This has a good impact on children's well-being.

It is not yet outstanding because

- The childminder sometimes relies on closed questions when talking with children, which does not fully promote the language development of shy or quiet children.

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 children's play activities and care routines.
- The inspector examined a range of documentation.
- The inspector discussed children's care and learning with the childminder.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder was registered in 1989. She lives with her husband and one adult son in Arundel, West Sussex. The ground floor of the premises is used for childminding and there is an enclosed garden available for outside play. The family has a pet cat. There are currently two children on roll in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has a level 3 qualification.

What the setting needs to do to improve further

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

- use statements and open questions, with many possible answers, to encourage children to practise and develop their language skills.

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. She also demonstrates a strong understanding of how children learn, which helps her to plan a very effective curriculum. This includes a broad range of activities to cover all areas of the curriculum.

The childminder has good teaching skills. She knows each child really well and organises activities and resources that she knows will engage them. She skilfully supports their language development by chatting with children as they play. She listens very carefully and works hard to understand exactly what children say. This gives children the confidence to speak as they know she values what they say. Children learn a wide vocabulary because the childminder is skilled at adding new words to familiar conversational play. However, the childminder occasionally uses closed questions that do not require thoughtful answers when playing with the children. This does not encourage quiet or shy children to respond and to develop their language skills. The childminder provides lots of time for child-initiated play. Children independently choose their creative activities. The childminder offers media and materials in a wide variety of textures. This supports children who like to explore as well as those who do not like to get messy. For example, children make pictures using stickers and glue sticks, as well as with paint and foam. During spontaneous play, the childminder is skilled at using practical activities to count objects or talk about shape. As a result, children are learning as they play. This provides them with challenge and enjoyment.

The childminder makes frequent observations of children's achievements and tracks their development using Development Matters in the Early Years Foundation Stage. This means she can identify children's next steps and plan activities to suit their needs. As a result, children make good progress given their capabilities. Parents provide detailed information which helps the childminder to establish children's starting points. Parents appreciate the feedback the childminder gives them about their child's progress. The childminder coordinates with the health visitor when making the progress check on children aged two. Overall, children acquire good skills and confidence to prepare them for the next stage in their learning.

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

The childminder builds very caring relationships with minded children and is very attentive to their needs. She knows their routines very well and skilfully anticipates when they will be sleepy or hungry. As a result, children's needs are met very effectively and they are contented and happy. The childminder adapts the learning environment every day to provide activities that will be interesting to particular children. The childminder has further resources available for children to choose from. This gives them good opportunities to be independent, active learners. Outdoors, the childminder provides a full range of activities to cover the whole curriculum. This means that children with active learning styles have strong opportunities to make good progress.

Children enjoy a healthy lifestyle. The childminder works with parents to provide a healthy, balanced diet. Children talk about their favourite foods and demonstrate a good understanding of healthy eating. For example, they plan which fruit they would like to have on a picnic in the park later that day. Children adopt good hygiene habits because the childminder has well-established routines. Play equipment is cleaned regularly and overall the risk of cross-infection is effectively minimised. Children benefit from good opportunities for physical play to develop their strength and physical skills. For example, they build their large muscles playing on climbing frames and using ride-on toys. They also develop their small muscles when they blow bubbles or practice early writing skills. Children learn how to keep themselves safe and judge how much help they need, such as wanting more help when using larger play equipment. The childminder encourages children to be independent in their self-care and gives them time to learn how to do things for themselves.

Children are very well-behaved. They understand what is expected of them because the childminder has clear rules to promote sociable and safe play. Children enjoy being cooperative and are happy to take turns. The childminder gives praise frequently and children show pride in their achievements. This helps to develop children's confidence and self-esteem.

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

The childminder is very experienced and understands the safeguarding requirements very well. She establishes a professional foundation for her work by making sure that she has all the required records and consents from parents. She has written policies and procedures for her guidance and for parents' information. This underpins children's well-being. The childminder has a good understanding of how to protect children's welfare. She knows what to do should she have concerns about a child and updates her child protection training regularly. The childminder has a level three qualification in childcare and a strong understanding of how to meet the learning and development requirements. She uses her skills in tracking children's development very effectively to identify any achievement gaps or changes in the rate of progress. She skilfully uses this information to adapt her teaching techniques to meet children's individual needs. The childminder reflects on her provision and makes enhancements that are rooted in best practice. She keeps up to date with childcare initiatives via her colleagues and mentors. This gives her a good capacity for

continuous improvement.

Parents are very appreciative of the care their children receive and enjoy seeing progress in their child's learning. The childminder is happy to provide advice and support on aspects of care such as potty training and parents value her experience and expertise. She regularly asks parents for feedback and acts on their ideas or suggestions. This creates a strong partnership and means that children have consistent, coherent care. The childminder has good links with local schools and works with parents and teachers to pass on information. The childminder also works with the local children's centre and other professionals to meet children's needs where appropriate. This means that children benefit from skilled and considerate care.

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	120999
Local authority	West Sussex
Inspection number	813612
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	10/11/2011
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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