

Inspection date

03/05/2013

Previous inspection date

13/05/2009

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's personal, social and emotional development is extremely well promoted. They build positive relationships with the childminder and benefit from lots of group activities and interaction.
- Children enjoy activities that are planned according to their particular interests, which enable them to make good progress in all areas of their learning.
- The childminder engages well with parents and has established links with the other settings children attend. This ensures that children's individual needs are met and the combined partnership supports and extends their learning and development.
- The childminder is skilled at interacting with children and extending their learning.

It is not yet outstanding because

- Opportunities for younger children to explore a variety of natural and textural objects are not fully utilised to enable them to develop their growing curiosity.
- Mathematical concepts are not fully extended or challenging enough for older and more able 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 discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed children at play.
- The inspector sampled parents' views through feedback questionnaires

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2001 and is on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner, her 16 year old child and three pet dogs. She operates from the family home in Copthorne, Crawley. Children have use of a playroom, an enclosed garden and have opportunities for outdoor activities at local parks, playgrounds and shops. The childminder collects children from local schools and takes them to other child-based activities within the community. There are currently six children on roll all of whom are in the early years age range and attend on a part-time basis.

What the setting needs to do to improve further

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

- support babies' interest in sensory experiences, for example by providing a range of objects of various textures and weights in treasure baskets
- provide increased opportunities for more able children to consider concepts, such as weight, measures, capacity and make comparisons with quantities and use numerals in their play.

Inspection judgements

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

The childminder demonstrates a good understanding of how to engage children and capture their interests. This results in children being enthusiastic learners and concentrating for long periods of time. Children make lots of decisions in their play and confidently make use of a wide range of interesting resources stored mainly in the playroom. The childminder demonstrates high expectations of children and plans an educational programme that has breadth and depth across most of the seven areas of learning. She observes children's learning and records her findings in their 'Early Years Foundation Stage observations' folders. She successfully uses the information to identify children's learning priorities and makes plans to ensure that children make as much progress as they can towards all the early learning goals.

The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. The learning environment is well organised to enable children to independently follow their own interests. However, young children do not

always have opportunities to explore a broad range of different textures within everyday objects, such as those used with treasure baskets, to enhance their sensory development. Children's early language skills are fully supported through the childminder's ability to model correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. The childminder is very animated and captures children's interests well as they actively take part in the actions from a story. Children use a wide range of books and are inquisitive and motivated to learn, which further promotes their future skills.

Children enjoy and benefit from using small-world toys and engage in imaginative role play well. The childminder makes sure that these resources are accessible at all times, so that the children can help themselves. Independence, choice and decision making is fully supported. Children feel a sense of belonging. They are self-confident and self-assured in their play. They talk about what they do and speak about what they already know. Children enjoy jumping on the trampoline and know the safety rules of using the equipment. They enjoy the opportunities to play both indoors and outdoors, offering them a sufficient range of activities to keep them interested, engaged and occupied. Children initiate their own games and ideas for play, such as playing with large problem-solving and construction games., which support early maths understanding, However, the childminder does not fully make use of every opportunity to extend older children's understanding of mathematical concepts.

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

All children are welcomed into the setting where they are supported well by the childminder and become confident in their daily routines. The childminder develops secure attachments with all the children, helping them to feel safe and valued in her care. The childminder is committed to providing an inclusive childminding provision where children are valued and included. The constant praise and celebrating of children's achievements has a positive impact on their self-esteem.

Children demonstrate a good understanding of healthy lifestyles. They develop a good understanding of keeping themselves safe by discussing the rules of the road. When playing on climbing equipment, for example, the childminder supports children to play safely but also helps them to think about how to manage their own safety. She takes many sensible precautions such as providing a separate place for the dog to play, to help her to do this.

Children enjoy healthy and nutritious snacks and meals supplied by the childminder. They develop their self-care skills and independence as they feed themselves using knives and forks, and drink when thirsty from their own beaker. Children are developing good hygiene skills from an early age, as they know to wash their hands before eating snacks and meals and after messy activities. They confidently tell the childminder when they need the toilet and are able to meet their personal care needs by themselves. This successfully promotes their independence. Children are active and enjoy fresh air and exercise within the local community on a daily basis. For instance, they walk to and from school and enjoy going to

the shops to buy items from their shopping lists. The childminder is very supportive of children's independence, as she knows that this gives them the skills they need when they make the transition to pre-school and school. The childminder has strong links with other providers that children attend. This enables children to receive a consistent approach to enhance their development.

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

The childminder has a good understanding of her responsibilities in safeguarding children. All adults in the house are checked to ensure their suitability to be around children. All areas of the premises, including the garden are secure and children are well supervised. The childminder is dedicated to her role and to providing a warm and welcoming home where children feel safe and secure. She ensures that the environment is effectively risk assessed and that all hazards are kept to a minimum. The childminder has a secure knowledge of the safeguarding and welfare requirements and prioritises children's well-being. She is aware of the action she should take if she had concerns about a minded child.

The childminder works closely with parents to tailor her provision for the specific needs of each child. This means that children have good consistent care. Parents appreciate the childminder's flexibility and the secure, fun environment she provides. Children value her company and the interesting activities on offer. The developing use of written and photographic observations provides parents with a working document so they are aware of the activities that their children have taken part in. This means that they are fully aware of what their children have enjoyed doing, and have information about their care and learning and how they are progressing. Early years children do not currently have any contact with other agencies or day care settings. However, the childminder is skilled at building close working links with schools in order to provide coherent care.

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has researched the revised framework and demonstrates a good awareness of the areas of learning. The childminder demonstrates a strong capacity to develop her provision. The self-evaluation process is, for the most part, good, which contributes to her having a realistic view of her strengths and the areas she can improve. She gains verbal feedback from parents, which enables her to tailor the service she provides to those currently attending. The recommendations raised at the previous inspection have been positively addressed.

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	EY101619
Local authority	West Sussex
Inspection number	814372
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13/05/2009
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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