

Inspection date	22/03/2013
Previous inspection date	15/04/2009

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 uses her observations of children and the information shared by others to develop an excellent understanding of where each child is in their learning and what they need to do next to build on what they know.
- The relationships between the childminder and children is very warm and trusting, children settle quickly and are ready to take part in activities as soon as they arrive.
- The outside area provided for children is a fantastic place for the children to explore and develop their imaginations, social and physical skills.

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 interviewed the childminder and observed her interaction with the children.
- The inspector observed minded children at play.
- The inspector reviewed and sampled systems and documentation.

Inspector

Stacey Sangster

Full Report

Information about the setting

The childminder registered in 2001 and works with two assistants. She lives with her three teenage children, in Worthing, West Sussex. The ground floor of the childminder's home is used for childminding and there is access to a well resourced garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide overnight care. The childminder gets funding for the provision of free early education to children aged two, three and four. The childminder has eight children on roll, six of whom are under the age of eight years and five of these who are in the early years age range. The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family has a cat.

What the setting needs to do to improve further

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

- strengthen opportunities to encourage children's further use of their home language in the setting.

Inspection judgements

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

The childminder is extremely well qualified and uses the knowledge gained from her extensive training to promote learning highly effectively. The quality of her teaching techniques is outstanding. She assesses children's progress using the 'Development Matters in the Early Years Foundation Stage' document. Using this guidance, she identifies with precision, exactly where children are in their learning and what they need to learn next.

She provides a range of activities and experiences, which result in a high quality learning experience. She uses her extensive and in depth understanding of what motivates individual children to provide activities which ignite their enthusiasm for learning. The childminder promotes all areas of learning exceptionally well. Priority is given to communication and language; physical development; and personal, social and emotional development. The childminder understands that children's confidence in these areas promotes their development across all other aspects of their learning.

Children develop exceptional physical skills as they use the well-planned and challenging outdoor area. A bark chipped area containing, logs, den building equipment, crates and

planks, give children wonderful opportunities to practise moving large pieces of equipment. They use negotiation skills, their imaginations and team-work to alter the play space. They dig the earth, carry water to make mud or water plants and test their strength as they move items of varying weights.

The childminder asks children questions to make them think. She extends children's vocabulary by repeating words that they use in sentences which provide them with more detail or new information about a subject. They grow in confidence and self esteem as she praises them continually for their efforts. Children recognise the progress that they are making and show pride in their own achievements.

The childminder completes the required progress check for two-year-olds when needed. She notes children's progress in all areas and provides guidance to parents as to how to share this with other professionals. The childminder monitors all children's progress vigilantly to identify any gaps in their learning. She understands the important links between children using their home languages in her setting and the development of their language skills and applies this knowledge well overall. She uses a range of techniques to assess children's progress and so gains a true and accurate knowledge of what they understand.

The childminder offers targeted intervention where needed. She makes excellent use of her local children's centres and the professionals that work within them. She has access to ample dual language books and gathers information about how to best support children learning English as an additional language.

Parents are encouraged and supported to be very involved in their children's learning and the childminder provides them with personalized advice about how they can support their child's learning at home. Most parents make good use of the childminder's expertise and are guided by her advice. All parents appreciate the work that she does with their children and regularly feedback positive comments.

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

The childminder supports children to behave very well. Children demonstrate that they clearly understand how she prefers them to behave and the reasons for this. They show confidence in the childminder when they need help with something and approach her very happily without hesitation. This shows that they feel safe in her care.

The childminder encourages children to develop their independence. For example she encourages children to do things for themselves before agreeing to do it for them. Children have very good opportunities to take appropriate risk in their play and learn to keep themselves and others safe. They climb and balance on moveable crates in the garden; help to prepare snacks using knives to cut fruit and learn how to use a grater safely.

The childminder integrates the subject of food into her planning to teach the children

about healthy eating and other cultures. She has a detailed nutrition policy and promotes healthy eating to both children and their parents. Children grow, harvest and eat food from the childminder's vegetable garden and often try new foods as a result.

The childminder uses her wide range of interesting toys and activities exceptionally well. She successfully promotes children's development and engages them in learning effectively through play. The children squeal with delight as they experiment with a length of guttering and specially designed stands. They collapse with laughter as they position the guttering and watch with intense anticipation as it slides and bounces down the rungs of the stand. Timing their cry of 'ready', 'steady' and 'go' with the falling of the object.

The environment that the childminder offers is stimulating, child friendly and offers all children an excellent level of challenge. As a result, all children spend their time participating in purposeful, active learning through play. The skills that the children develop help them to be well prepared and ready for future learning and school.

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

The childminder demonstrates a highly developed knowledge of the learning and development requirements. She regularly and carefully monitors the educational programmes she offers to ensure that she helps all children to reach their full potential.

The childminder has a very clear and in-depth knowledge of safeguarding matters. She takes positive steps to make sure that she protects all minded children in her care. She understands her responsibilities to notify Ofsted of any changes that may affect her childminding. The childminder works with two assistants. She supports them well to ensure that they are consistent in the way that they apply her detailed and high quality policies and procedures. As a result, the assistants support the childminder well to provide high quality care and education.

The childminder continually reflects on her practice, looking for ways to improve on what she already does well. She canvasses parents and children's views, both informally and formally and reflects these in her self-evaluation. The childminder is committed to continual training and attends courses regularly. She uses the information shared during training to check that her policies, procedures and teaching practices continually reflect best practice.

The childminder has a range of procedures that support her to form effective partnerships where children attend another setting. She works with others to provide relevant support for the children and to complement the care and learning experiences children receive elsewhere. As a volunteer mentor for new childminders she also has a positive impact on the care that other children receive.

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	155401
Local authority	West Sussex
Inspection number	912734
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	15/04/2009
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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