

Inspection date	14/05/2013
Previous inspection date	14/01/2013

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has strong caring relationships with children and this supports their well-being positively.
- The childminder skilfully engages children of different ages in activities to promote their personal and social development and support learning for all.
- The childminder uses children's interests when planning activities and this helps keep them engaged and motivated.
- The childminder supports children's developing language well by using good questions that encourage children to think.

It is not yet good because

- The childminder has not obtained parental consent for outings.
- The childminder does not record when the assistant is present to show that she is working within the correct ratios.
- There are fewer natural or unusual items for children to explore in their play.
- The childminder does not fully encourage parents to support children's next steps in learning at home to support their progress.

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, childminder and her assistant during play activities, indoors and outside.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.

Inspector

Sue Taylor

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and adult children in St Leonards, East Sussex. The childminder works with an assistant. The home is a bungalow close to parks, schools and public transport links. The children mainly use the playroom, with supervised access to the bathroom. They generally use the enclosed decked area for outdoor play. The family have a number of cats and dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding nine children, of these, five are in the early years age range. The childminder has a National Vocational Qualification in childcare at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain written parental permission for children to take part in outings
- ensure the days and times when an assistant is working are recorded.

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

- provide a wider range of natural and interesting items for children to explore and investigate, particularly indoors
- enhance parent's involvement in their child's learning by supporting their child's identified next steps at home.

Inspection judgements

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

The childminder supports children's learning and development well. She is confidently aware of each child's stage of development from the observations she makes as children play. For each child, the childminder identifies a next step in their learning across all seven areas of learning. The childminder maintains some records to share her observations and assessments with parents. As a result, they are aware of what the next steps are and how well their child is developing. Overall, parents respond positively to this and are happy

with the progress their children are making. However, although they routinely share children's achievements at home, they do not fully contribute to the assessment process by supporting the identified next steps. The planning of activities takes account of children's interests and learning needs. For example, she recognises that some children who are confident speakers benefit by using sentences that are more complex. The childminder supports this by asking good questions that need the child to think of a detailed response or explanation.

The childminder supports children's confidence and independence skills as they make choices about their play. She encourages them to try things for themselves such as zipping up coats and putting shoes on. This benefits their personal, social and emotional development and helps develop confident physical skills. Children show good levels of concentration as they play, particularly when their own interests are included. Young children spend a long time making marks using pencils, stencils and paper, for example. Older children take part in games that support their learning and are keen to finish. Games help develop learning needs such as counting or matching numerals. The childminder is inclusive as she involves children of different ages in the games, such as toddlers shaking the dice and laughing as they do. The skills and abilities that children develop support their future learning and school readiness.

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

The childminder has a strong bond with the children who settle well. She and her assistant relate positively to children developing their self-esteem and confidence. They consistently praise children and they display some children's artwork to show it is of value. This effectively supports children's well-being. Discussions with parents help ensure that the childminder meets babies' home routines for sleep and meals. The childminder is sensitive to the needs of children. She talks positively to children about starting school and is sometimes able to visit with the children and introduce them to the teacher. As a result, they are keen to go. The childminder ensures that she works together with parents, for example, by providing a consistent approach to children's behaviour. Children behave well and learn to accept the needs of others. For example, when playing a board game the older children accept that the younger ones may want to play but not understand the rules. The childminder manages this well so all children have fun and can demonstrate their abilities. Children help tidy away and are very responsive to the childminder's requests. They learn how to keep safe through practising safe road crossing and fire drills.

The children enjoy going outside for play in all weathers. They use toys that help develop their physical skills, such as competently using the ride on toys. With the childminder supervising, they show confidence as they stand at the top of the climbing frame to use the bubble maker. The childminder provides healthy snacks, and drinks are easily to hand. As a result, she helps children learn about the importance of a healthy lifestyle. Following her last inspection, the childminder removed the cat litter tray from the bathroom to improve hygiene, although children do not use the room unsupervised. The childminder regularly adds to her toys and there is a wide selection available. Children are able to make good choices, such as bringing books to the childminder to read. She ensures that

babies have access to a range of resources on the floor that she cleans regularly. However, these tend to be manufactured toys and do not always include unusual items of different materials to encourage further investigation. The older children sometimes have a DVD after school but the childminder checks it is suitable for the children watching.

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

This inspection was brought forward following concerns regarding the educational programmes, child supervision, premises and general information and record matters. The inspection found that the childminder has a sound understanding of the learning and development and welfare requirements. However, she does not have a secure understanding of the documentation needed to underpin her practice and her paperwork is not well organised. As a result, not all children have written consent from parents for outings. The childminder obtains this consent for specific trips, but has not considered other outings she provides. The record of attendance notes children's times of arrival and departure. The childminder regularly works with an assistant to care for additional children, but the times when the assistant works are not noted. Therefore, it is unclear whether the childminder is working within her permitted numbers.

The childminder has a suitable awareness of her safeguarding responsibilities. Last year, along with her assistant, she attended training on child protection and of the processes to follow if she has concerns. The childminder and her assistant supervise children well and regularly check sleeping babies in the lounge next door. The doors are open so they can hear children at all times. The playroom has a safety gate to prevent unsupervised access to other parts of the home. The childminder is aware of the need to keep information confidential and only share with others when appropriate. She carries out daily risk assessment checks to help keep children safe.

The childminder uses developmental guidance to check how well children are progressing to ensure they continue to learn and develop. She is beginning to use tracker sheets to help her quickly identify any achievement gaps. The childminder works in partnership with parents and others to support those children who require extra help. Using similar techniques that other settings and parents use helps provide consistent care and learning for individual children. The childminder has improved her practices since the last inspection and met the three recommendations set. She is aware of her strengths and has a generally good overview of her own practices. The childminder regularly reads childcare publications for ideas to promote children's learning and development. She demonstrates a sound capacity to maintain improvement.

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	EY264264
Local authority	East Sussex
Inspection number	914753
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	9
Name of provider	
Date of previous inspection	14/01/2013
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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