

## Inspection date

Previous inspection date

04/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 develops strong working relationships parents and other early years settings children attend. This promotes a consistent approach to supporting and extending children's learning.
- Children feel safe and secure in the childminders home as she provides a caring and welcoming environment. This strongly enhances their positive sense of belonging.
- The childminder uses self-evaluation effectively. This enables her to reflect on what is going well and to identify further improvements that benefit the children in her care.
- Safeguarding procedures are robust and rigorous to protect the well-being of the children who attend.

### It is not yet outstanding because

- The childminder has not fully developed outside play opportunities and daily routines to consistently incorporate children's use of counting and recognition of numbers.

## 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 sampled the childminder's paperwork, including policies and procedures, and children's records.
- The inspector took account of the parents' views obtained through the parental questionnaires.
- The inspector observed activities in the playroom and the garden.
- The inspector spoke to the childminder at appropriate times throughout the inspection.

## Inspector

Teresa Elkington

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her partner and two school aged children in East Grinstead, West Sussex. The whole of the ground floor of the childminder's home is used for childminding purposes. Children have access to the lounge, playroom and kitchen/dining room. The playroom or lounge is used when young children need to rest or sleep. Bathroom facilities are located on the ground floor. Children have daily opportunities for outdoor play in the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently three children on roll in the early years age range. The childminder has a recognised level 3 childcare qualification.

### What the setting needs to do to improve further

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

- develop additional opportunities for children to use counting and to recognise numbers during outdoor play activities and daily routines in order to promote children's mathematical development further.

## Inspection judgements

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

The childminder demonstrates a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This enables her to successfully support and meet the needs of every child. The childminder shows a good awareness of how to promote children's individual skills and learning styles, to enable them to reach their full potential. She spends time getting to know the children and their families. As a result, the childminder gathers and records detailed information from parents about children's achievements and developing milestones. This enables her to plan accurately for children's needs as they settle into her care. The childminder has clear understanding of completing required progress checks for two-year-olds in order to assess children's progress and to identify any further support needed. The childminder effectively monitors and assesses children's development. She clearly identifies their individual needs and preferences, progress made and how she intends to support children's movement towards their next stage of development. Consequently, children are making good progress in all areas of their learning.

Children enjoy their learning. Interesting resources capture children's imaginations and provide exciting opportunities for children to become active and independent learners.

They delight in using a range of technological equipment as they explore the 'dark den' using a range of torches and lights. This helps children develop their skills in using a range of equipment and fully encourages them to investigate how things work. The childminder provides an effective range of resources to support and extend children's interests. For example, children dress up in fire fighters uniforms and delight in putting out the fire made from paper with pretend hoses alongside water filled child friendly fire extinguishers. Storybooks and visit to the local fire station successfully promotes and extends children's interests. This promotes children's developing imaginations and learning styles effectively.

Children's developing use of mark making is actively encouraged. They have opportunities to make large marks on chalkboards in the garden. Walks within the community provide an additional opportunity for children make marks as they record their findings when looking for different shapes in the environment. This develops their early literacy and mathematical skills, which enhances their skills for their future learning. The childminder supports children's developing awareness of mathematical concepts with fun activities. For example, children measure the growth of recently planted sunflowers, and the height of themselves and the childminder. This enables children to compare and decide who is the tallest and the shortest. However, children do not always have consistent opportunities to develop their awareness of counting and number recognition during outdoor play experiences and daily routines. This means children's learning is not always fully extended through using daily routines and activities. The childminder provides a range of good quality physical resources, which enable children to develop their physical skills within the garden. For example, they use their bodies in different ways as they crawl under the netting and develop their concentration as they carefully balance along the narrow foam walkway.

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

An inviting, secure and welcoming environment helps children to form positive relationships with the childminder. Children confidently approach the childminder for support in their play and show affection to other family members, showing that trusting relationships have developed. Simple house rules, which children know well, encourage positive behaviour and an awareness of the consequences that some actions may have. The childminder's home is spacious and well laid out to meet the needs of children. Children independently select toys from a range of good quality resources in the play room and in the garden. This enables children to make their own play choices. Children are beginning to learn about differences and diversity through using multi-cultural resources. These raise children's awareness of people different to themselves.

Consistent routines support the development of good personal hygiene practices, such as washing hands before snack times and after using the toilet. Children enjoy a range of healthy and nutritious snacks and meals, which are supportive of children's individual dietary needs. Children show care as they cut their own fruit selections with child friendly knives. The childminder promotes children's awareness of their own safety, by gently reminding children of the possible dangers when using sharp objects. Children show an awareness of caring for their bodies as they seek their water bottles to refresh themselves

after energetic physical activity.

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

The childminder demonstrates a good understanding of the requirement of the Early Year's Foundation Stage. She plans a variety of experiences for children, which she successfully tailors to meet children's individual needs and current interests. The childminder has a secure knowledge and understanding of the requirements to safeguard children and her role and responsibilities within this area of her work. This enables her to protect the children in her care and act in their best interests if there are any causes for concern.

The childminder keeps a variety of written policies, which she reviews annually. These underpin the smooth operation of her setting and promote children's welfare effectively.

Since registration, the childminder has completed a well-written self-evaluation, which she uses successfully to develop and improve the service that she provides. For example, the childminder recognised that her resources to promote children's use of information, communication and technology (ICT) equipment, were not sufficiently interesting to engage children's interest. To improve upon this, the childminder has sought equipment from her local toy library to supplement those that she already has. As a result, children develop a strong interest in learning how to use ICT resources, which supports their learning and development outcomes further. The childminder makes full use of parental questionnaires as part of her ongoing partnerships with parents. This feedback helps to inform her future improvements for her service. The childminder is dedicated and enthusiastic towards her professional development. She has completed the required training in support of her work as a childminder. In addition, she has attended a range of short courses in support of her developing practices as a childcare professional. This shows the childminder has a good capacity to maintain continuous improvement. Strong partnerships with parents, other providers of care and outside agencies support continuity in meeting the care and learning needs of the individual children.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY454870       |
| <b>Local authority</b>             | West Sussex    |
| <b>Inspection number</b>           | 891025         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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