

<b>Inspection date</b>	22/05/2013
Previous inspection date	02/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder has created a good learning environment with lots of space for the sole use of minded children. They have a good sense of belonging as a result.
- The childminder has a well-established professional approach to her work which underpins children's welfare.
- Children have lots of opportunities to make decisions, initiate their own play and explore their surroundings. This helps them to be independent, active learners.
- The childminder builds strong relationships with parents and other agencies to provide consistent care for children.

#### **It is not yet good because**

- The childminder sometimes does not consistently support children to practise new words in practical contexts.
- The childminder occasionally takes over practical tasks rather than letting children take responsibility for wiping their faces and hands, for example.

## 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 playing indoors and outside.
- The inspector discussed children's development with the childminder.
- The inspector examined a range of documentation.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two children, aged 14 and 16 years, in Newick, East Sussex. Along with the house, a separate annexe is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for nine children on a part-time basis; all of whom are in the early years age range. The childminder has a variety of pets and keeps chickens.

## What the setting needs to do to improve further

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

- support children's language development by emphasising new words and phrases in play
- enhance children's self-care skills in practical activities such as encouraging them to clean their faces and hands.

## 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 how to meet children's needs in terms of their learning and development. She provides a broad range of activities which cover all seven areas of learning. The activities are also interesting and challenging for children, which mean they are consistently engaged in purposeful play. As a result, children can be independent, active learners.

The childminder has a good range of teaching skills. She plans the play areas to provide lots of resources so that children can play independently for lengthy periods. The home corner includes real food items such as dried pasta, and children enjoy pretending to cook it and serve it to their friends. The childminder facilitates children very effectively to make decisions. For example, she offers the children a range of choices of things they might like to do through the morning. This gives children good opportunities to think about what order they would like to do things in, and also encourages the children to make decisions together. In this way, children develop mature social skills in cooperation and decision making. The childminder encourages children's communication skills very well. Children chat as they play and the childminder is in constant conversation with them. This develops children's ability to express themselves. Occasionally the childminder does not fully emphasise new words and phrases in practical activities such as dough play. This reduces the ability of younger children to learn new words in context. The childminder engages children very well in reading stories. They frequently bring her books to read to them and she makes the stories lively and interesting. As a result, children enjoy looking at books independently too. The childminder provides very effective activities to develop children's understanding of the world. They grow fruit and vegetables from seed, plant them into the garden, tend and harvest the plants. This helps children to learn about where food comes from, life cycles and healthy eating. Children can help to take care of animals such as hens, by feeding them and collecting the eggs.

The childminder works closely with parents to establish children's starting points in their abilities and learning. She makes frequent observations of children's achievements, which she uses to assess children's next steps. She tracks the impact of her plans so that she can see when children have achieved the target set. For example, she notes when children

are wary of using a tall slide, and the steps they make that build their confidence until they are very competent at it. The childminder uses the guidance Development Matters in the Early Years Foundation Stage very effectively to track children's progress. She also notes children's emotional well-being. Her recording methods mean she can see at a glance if there are any achievement gaps and take steps to address them. Parents are closely involved in the regular summary assessments, which build a strong partnership and consistent support for children.

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

The childminder is a very effective key person for all the children who attend. They come to her readily for comfort and reassurance, and clearly feel very secure in exploring the play areas. Children have a strong sense of belonging and the childminder is thoughtful in helping them to feel at home. For example, she makes a special book of photographs for each child to take home from the start, containing pictures of the childminder, the play rooms and the child with their friends. This provides a prompt for conversations at home and builds familiarity. In this way, children are well-settled and secure. The childminder has created a strong learning environment. Children can move freely about the dedicated play space and easily reach the play materials they might need. Children can also move freely into the garden where the childminder has also provided a range of activities to cover the whole curriculum. This helps active learners to engage in a broad variety of play. All play areas are interesting, supplied with good quality resources which promote learning. Children are always busy as a result.

Children have good opportunities to learn about healthy lifestyles. They frequently play in the fresh air and enjoy a variety of activities to build their strength and physical skills. For example, children skilfully negotiate the tall slide and enjoy playing on the trampoline. Children also enjoy activities which build their small muscles, such as dough play and early writing activities. Children learn how to keep themselves safe because the childminder shows them how to hold scissors safely and builds their confidence on large play equipment. Children are skilled at self-care tasks such as putting on coats and learning to manage their shoes. However, the childminder occasionally takes over tasks such as wiping hands and faces, reducing children's opportunities to carry out these tasks for themselves. Children enjoy healthy eating and have a varied, balanced diet. Children can have their snack when they choose, which helps children to notice when they are hungry and stay contented in play. Children learn good hygiene habits because the childminder has consistent, well-established routines. Nonetheless, the childminder's recent breaches of legal requirements regarding checking the suitability of people working on the premises, has the potential to compromise children's well-being.

Children are well-behaved. They learn to share and cooperate by taking turns in play. The childminder is firm and gentle, giving the children clear boundaries so that they know what is expected of them. Children are polite, and use 'please' and 'thank you' spontaneously in play. They enjoy taking responsibility for every day tasks such as tidying up and sweeping spilled play pasta. Overall, this means that the childminder is very effective at helping children to gain the skills they will need for the next stage of their

learning.

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

The inspection was brought forward as a result of concerns raised regarding the suitability of people working on the premises. Ofsted carried out an investigation and found that the childminder was not meeting all legal requirements as she had not ensured that criminal disclosure checks were completed for all those that work on the premises. Ofsted set a notice to improve that asked the childminder to ensure effective systems are in place to ensure that those working on the premises are suitable and ensure an enhanced criminal disclosure is obtained for every person over the age of 16 who lives on the premises or works on the premises. The childminder sent in all the appropriate forms to Ofsted and all adults working on the premises have now undergone the required suitability checks. The childminder now has a suitable understanding of how to meet the safeguarding and welfare requirements. She is fully aware of the need to notify Ofsted of any changes of people living or working on the premises and to make sure their suitability is checked. In addition she supervises children extremely well, to further promote their safety. She undergoes regular child protection training so that she can act if she has any concerns about the welfare of a child. The childminder shares her policies and procedures with parents so that they are aware of her duties. The childminder is thorough about risk assessments and fire drills so that she can support children's safety at all times. Her records and documentation are maintained in good order, which underpins children's well-being. The childminder reflects on her practice and sets targets for improvements that will have maximum impact on children. For example, she recently created a dedicated area of the garden solely for minded children. This means they can set up their own planting projects and play freely. The childminder has a strong understanding of how to monitor the curriculum. Her recording methods give her a good overview of children's achievements. The childminder addresses any issues this raises and as a result, children make good progress given their starting points and capabilities. The childminder's ability to reflect on her provision and to set good targets gives her a strong capacity for improvement.

The childminder builds strong partnerships with parents. They value her expertise with children and seek her advice on childcare matters such as toilet training. The childminder works closely with parents on their learning and development and care needs. Parents appreciate her work highly, commenting that "she identifies [my child's] needs excellently and employed strategies to bring out the best". The childminder makes sure she has time for an informative verbal handover when children are dropped off and collected which promotes consistent care for children. The childminder also builds good working relationships with schools and other agencies. She liaises effectively with other day care settings to make sure that she is aware of children's overall progress. She writes a review of each child's progress to go to the school as a transition document, and works with the school to support children through this important change in their lives. The childminder is able to provide coherent support for children as a result.

### **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

<b>Unique reference number</b>	126210
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	918866
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/11/2009
<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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