

Inspection date

Previous inspection date

20/06/2013

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 good working relationships between the childminder and her colleagues creates a harmonious, efficient service, which parents greatly appreciate.
- Children make very good progress in all areas of learning, as a result of the skilful support the childminder offers.
- Children develop good self-confidence and self-esteem, responding well to the praise and encouragement they receive.
- The organisation of the environment and the impressive range of resources significantly enhances children's learning and enjoyment.
- Good hygiene arrangements and a strong focus on healthy eating helps children to understand the importance of adopting healthy lifestyles.

It is not yet outstanding because

- Parents regularly receive good clear updates on the progress their child is making, however, they are not fully involved in planning for their child's future learning.

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 viewed all areas used by children.
- The inspector spoke with the childminder, her colleagues, parents and children at appropriate times during the inspection.
- The inspector observed a range of activities.
- The inspector viewed a selection of documentation including records of children's progress.

Inspector

Liz Caluori

Full Report

Information about the setting

The childminder registered in 2012. She works from the home of another childminder, in the Hollingbury area of Brighton. The home is also occupied by the other childminder's husband and one child. The children have access to the main play room on the ground floor of the house and upstairs bathroom and bedrooms. There are several secure outdoor areas for outside play.

The childminder works with her childminder colleague and two assistants, although no more than three adults work together at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. As an individual provider, the childminder has five children under eight years on roll, all of whom are in the early years age group. There are a total of 31 children under eight years attending the provision as a whole and, of these, 15 are in the early years age group. Children attend a variety of full or part time sessions throughout the week. The provision receives funding to provide free early years education for children aged three and four years.

The childminder holds a National Vocational Qualification at level 3 in childcare.

What the setting needs to do to improve further

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

- enhance children's progress by encouraging all parents to take an active role in contributing to their child's learning.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the way in which children learn and develop. She works with her childminding colleague and their assistants to provide a broad range of activities, which very successfully engage children's interests. As a result, children make very good progress in all areas of learning.

The childminding environment is lively and children enjoy a good mix of free play and more structured adult-led activities. Children's language skills are developing very well and they chat happily as they play. For example, young children are confident to name the people, objects and images that they know. The childminder supports children effectively in developing their language skills, such as by speaking clearly and making good use of

repetition. Older children speak clearly and with expression, sharing their views and using language effectively to ask questions and narrate their play. The childminder skilfully uses effective questions to encourage children to think when forming their answers.

The childminder and her colleagues recognise the importance of ensuring that children engage in regular physical exercise. They organise themselves effectively to give children the choice of playing indoors or outside for most of the day. Children develop good coordination as they use ride-on toys, and throw and catch balls with the childminder. They also enjoy dancing and joining in action rhymes with their friends.

Children express themselves creatively through charming role play games. They engage the childminder and her colleagues by offering them pretend food and drinks. The childminder makes good use of these opportunities to extend children's learning, for example by introducing ideas about money and healthy eating. Children enthusiastically explore art materials and produce individual and imaginative pieces of work. The childminder and her colleagues are particularly successful in inspiring children to practice their writing. Resources such as individual whiteboards and pens are extremely popular. The older pre-school children concentrate hard and, copying from their name cards, and form many recognisable letters. Younger children use the same resources to make marks, which have meaning, for example, drawing a fully enclosed circle to represent a swing in a park. Children develop a keen interest in books as they listen to the stories read by the childminder. She maintains their attention extremely well using different voices, lots of expression and pausing to encourage them to predict what is going to happen next.

Effective assessment of children's abilities enables the childminder to plan very specifically to meet their individual needs. Good arrangements are in place to support children with special educational needs and/or disabilities, as well as children who speak English as an additional language. The childminder and her colleagues communicate very effectively to ensure that they are all aware of the personalities, preferences and abilities of each child. Every practitioner takes a role in caring for all of the children. However, they each take lead responsibility for coordinating the care and learning of a key group of children. This means that they undertake the assessment and planning for the children and liaise with their parents. The childminder regularly provides parents with clear information about their child's achievements. She speaks to them about the topics she is covering but does not routinely involve them in setting future learning goals for their children. This means that parents do not always have information about how to extend their children's learning at home. The childminder has good arrangements in place to complete the required progress checks for children aged two years. She includes parents well in this process.

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

The key person system in place within the childminding setting is very effective. The childminder and her colleagues support children's emotional wellbeing sensitively. They each take responsibility for meeting the personal care needs of their key children, such as nappy changing. These very caring, positive relationships help children to develop a strong sense of security. Children generally behave extremely well. The childminder deals with

minor, age appropriate disputes over toys calmly and helps children to learn about sharing and turn taking. Children move safely and sensibly and listen well to the advice and guidance the childminder gives them. This helps them to learn how to keep themselves and others safe.

The childminder provides children with tasty, nutritious snacks and has drinks available for them to reach at all times. Children who stay all day bring in lunches from home. These are stored appropriately and, where necessary, heated through to the correct temperature. Consequently, this promotes children's good health. Hygiene standards in the home are high with the childminder and her colleagues ensuring food preparation areas and the tables used by children are thoroughly clean before use. This greatly minimises the potential for cross infection.

Children play with an impressive range of toys and resources, which very effectively promote their learning and enjoyment. The attractive presentation of the environment encourages children to explore and investigate, helping them to develop independent learning skills. These skills, along with their high levels of achievement and sociable behaviour, prepare them well for their transitions to school.

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

The effective working relationships in place between the childminder and her colleagues create a harmonious atmosphere. The childminder fully understands her responsibility to promote children's learning and development and does this extremely well. She is using her observations of children's achievements well to begin to monitor the success of her educational programmes. The childminder reflects on her practices and takes parents views into account when identifying her strengths and areas for further development. She and her colleagues regularly discuss all aspects of the service they offer and have an ongoing action plan in place to help promote continual improvement.

The childminder has good arrangements to protect children. She fully understands the procedures to follow should she have any concerns regarding children in her care. There is a written safeguarding policy in place, which is available to parents and is shared with all practitioners. This includes the process for responding to any allegations against anyone involved in caring for the children. Arrangements to ensure the suitability of assistants are robust. Comprehensive risk assessments identify potential hazards and the childminder takes appropriate steps to minimise these. The childminding environment offers children sufficient space to move about freely and safely. The childminder holds a valid first aid certificate and has good systems in place to maintain the required accident and medication records. These steps promote the safeguarding of children effectively.

Parents receive a good deal of general news about the day-to-day life of the setting as well as specific information relating to their children. Children benefit from observing the very friendly interaction between the childminder and their parents. This helps them to settle and creates a strong link between the setting and their home. Parents are vocal in

their praise of the childminder and her colleagues. In written feedback a parent says of the childminder 'she has a lovely way with all of the children. She is smiley, engaging and very nurturing for the younger ones as well as lots of fun.' Good arrangements are also in place to work with any other professionals and early years practitioners where care of children is shared. This supports all parties to provide care that is coordinated and consistent for children, which promotes their outcomes well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY455551
Local authority	Brighton & Hove
Inspection number	893324
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	not applicable
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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