

Inspection date	20/05/2013
Previous inspection date	12/01/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder is not meeting all the safeguarding and welfare requirements and this impacts on the safety and well-being of children.
- The childminder does not have a thorough ongoing system for evaluating her practices to help secure continuous improvements that benefit children.
- The childminder has not fully developed the ways in which she can help all children learn to value and respect differences with regard to their home languages and traditions.

It has the following strengths

- Children are happy, settled and make satisfactory progress in their learning due to the childminder's positive interaction and care.

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 activities indoors.
- The inspector sampled a range of documentation including children's learning records, the childminder's training certificates and records of attendance.
- The inspector discussed childcare practices with the childminder.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2003. She has a primary school teaching qualification. She lives with her husband and three children. They live in a house in Seaford near to schools, shops and parks. The whole of the ground floor of the property is used for childminding. There is a garden available for outside play. There are steps to the upper level of the outdoor area. The childminder has two guinea pigs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local toddler groups on a regular basis. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure people whose suitability has not been checked, including a criminal records check, do not have unsupervised contact with children being cared for
- maintain a current paediatric first aid certificate.

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

- increase ways in which home languages are represented in the setting to help develop children's awareness of diversity
- implement effective systems for self-evaluation that help identify areas for development and set targets for improving outcomes for children.

Inspection judgements

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

The childminder has satisfactory systems for establishing children's starting points in their learning and development. She gains some helpful information from parents about children's routines, needs and interests. This helps the childminder settle children and

meet their needs. The childminder has suitable ongoing observation and assessment systems. She makes sound use of these systems to identify learning priorities for each child and plan suitable activities for them. The childminder takes positive steps to narrow any gaps in children's learning. As a result, children make satisfactory progress towards the early learning goals in relation to their starting points.

The childminder keeps parents suitably informed about their child's progress by sharing the summary sheets with them. These give parents a useful overview of how well their child is achieving. Parents are made aware of what the childminder has identified as the next steps for their child. This helps them be involved in consolidating learning at home.

The childminder develops a sound knowledge of the individual children and their abilities. She gives children the support they need to help them acquire the skills they need to move on to school. The childminder encourages them to be independent and supports them in making choices about what they want to do. Children show an interest in activities and an increasing ability to concentrate at tasks. They enjoy a suitable range of activities that cover all the areas of learning. As they play, the childminder interacts appropriately with them and extends their learning. She introduces mathematical language and counting as they play with construction materials. Children play happily with others and on their own. They develop their literacy skills as they share books with their friends. Children show developing communication skills as they talk about what they see. The childminder introduces new words and reinforces their language. Young children repeat what she says to them and begin to form simple sentences. Older children chat happily about what they are doing. They show an increasing ability to use their imagination as they take part in role-play activities. Older children have fun playing the piano as the childminder and the other children sing along. Children are beginning to make sense of their world. For example, they explore simple technology and work out that by pressing buttons they can make toys work. There are fewer opportunities for children to develop a positive attitude towards differences in the wider world. For example, the childminder is not making full use of the opportunities for children to share and hear the different languages represented in the setting.

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

The childminder does not take all the necessary steps to help ensure children are safe. She sometimes leaves children with adults who have not had their suitability assessed for short periods in the school playground, while she takes older children in to school. This is a breach of a legal requirement and puts children at risk. It also fails to help promote children's understanding of how to stay safe. This is also a breach of the Childcare Register requirement.

The childminder creates a suitably safe and secure home environment for children. As a result, children move around confidently and independently. They show they feel safe and secure in the home. They form sound emotional attachments to the childminder. Children enjoy playing with her, for example, as they do the action songs together. The childminder uses satisfactory strategies for managing children's behaviour and promoting their self-

esteem. As a result, children form positive relationships with other children and play appropriately together. They are learning to share and take turns with resources such as the rocking horse. Children help themselves to many of the resources and initiate their own play. The childminder provides a suitable range of age and stage appropriate toys for the children present. She makes appropriate use of the resources to help support children's learning.

The childminder promotes healthy eating with the children. They talk together about what is good to eat, for example, as they take part in a shop role-play activity. Children help themselves to water when they get thirsty. They learn about the importance of good personal hygiene through everyday practices. The childminder talks to children about germs and helps them understand why they need to wash their hands. Children enjoy daily exercise and outdoor physical activities. This helps promote their health and develop their physical skills. They show increasing control over their bodies as they dance and join in movement activities.

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

The childminder does not have sufficient knowledge of the safeguarding and welfare requirements. This has resulted in breaches of these requirements that impact on children's safety and welfare. The childminder has failed to maintain a current paediatric first aid certificate to help ensure she has sufficient knowledge to deal with any injuries appropriately. This is also a breach of the Childcare Register requirement.

The childminder has completed child protection training so has some knowledge of how to help promote children's welfare. She is aware of how to identify possible concerns about a child. The childminder has a sound awareness of her responsibility to report any concerns to the relevant agency. The childminder takes sufficient steps to minimise hazards in her home and on outings through visually risk assessing areas used by children. This enables children to play and learn in safety. The childminder follows the required ratios. In exceptional circumstances, to maintain continuity of care the childminder occasionally cares for more children. She demonstrates that children's needs are met during these times.

The childminder forms appropriate partnerships with parents. They work suitably together to provide consistent care and to meet children's needs. The childminder has basic written policies that she shares with parents. These policies help inform parents of her general childcare practices. The childminder forms positive links with other settings. They regularly share information about children's achievements and identified learning priorities. This helps them work together to promote continuity in children's learning.

The childminder's systems for self-evaluation are weak. She attends some training to improve her knowledge. However, she does not have a robust way for reviewing and monitoring her general childcare practices. As a result, she has no clearly identified areas for development for the ongoing improvement of outcomes for children. The childminder

does take some suitable steps to review her educational programme to make sure it is meeting children's individual learning needs and helping every child achieve. She is also in the process of creating a document to carry out progress checks on two-year-old children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person having unsupervised contact with children is suitable to be in contact with children (compulsory part of the Childcare Register).
- ensure an appropriate first aid qualification is in place
- ensure that any person having unsupervised contact with children is suitable to be in contact with children (voluntary part of the Childcare Register).
- ensure an appropriate first aid qualification is in place.

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	EY268953
Local authority	East Sussex
Inspection number	918082
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	12/01/2010
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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