

Inspection date	02/07/2013
Previous inspection date	03/02/2010

The quality and standards of the early years provision	This inspection:	2
	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		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 provides a welcoming, child friendly, family home where children are settled and happy. The childminder shows a clear understanding of the seven areas of learning, and offers a balance of activities to support children in making good progress in their learning and development.
- Children are happy, motivated and show good levels of independence and curiosity, and use their imaginations well in play.
- Children are secure and have close relationships with the childminder. She promotes their personal, social and emotional, communication, language and physical development effectively. This supports and prepares them well to move on in their learning.
- Effective partnerships with parents enable the childminder to meet children's individual needs effectively.

It is not yet outstanding because

- The childminder does not follow all opportunities to encourage children's early literacy skills.

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 in the playroom and the garden.
- The inspector looked at a range of records, policies and procedures relating to the setting.
- The inspector looked at children's observation and assessment records.
- The inspector spoke with the childminder at appropriate times during the inspection.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in Ringmer, near Lewes in East Sussex. The downstairs lounge and playroom and an upstairs bedroom are used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group. She also offers care to children aged over five years to 11 years. The childminder attends the local children's drop-in groups.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their literacy skills, for example, by providing written text in the minding environment to further encourage children's early reading skills.

Inspection judgements

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

The childminder gathers detailed information from children's parents when they join, to find out what children already know, and to establish their interests and preferred learning styles. She uses this information well to plan a wide range of activities and outings matched to their needs. As a result, children enjoy the experiences provided and develop a positive attitude to learning. The children have individual learning journey files that contain detailed information of the various activities and supportive photographs of their learning experiences. From these, the childminder identifies areas to take forward to support the children to progress. These are used to inform each child's plan and enable the childminder to monitor their progress and identify gaps in their learning. She involves parents at all stages of this process so that they are kept well informed. For example, she uses a daily contact book to inform them about activities and to show how their children are progressing. The childminder is aware of the implementation of the two-year check. She has accessed information about this in readiness for when the need to complete this progress check arises.

The childminder's home is very warm and welcoming for young children. The play area is set up with brightly coloured toys and resources that children can independently choose. The childminder incorporates a balance of adult and child-initiated experiences into the daily routine and supports children in their learning and development. She successfully

identifies children who are not achieving in line with their development as expected and provides activities to enhance and expand their learning potential. For example, children's language and communication skills are promoted well as the childminder listens carefully to the children and responds appropriately. She asks questions to encourage children to think and gives explanations and guidance to them as they attempt to prepare food using the pretend cooker. The childminder provides materials for children to freely explore colour, texture and shape and helps them make their own. Children thoroughly enjoy creating using materials, such as, paint, pasta, glue, pencils and paper. Children make use of a good range of books. Apart from this though, there are few other word labels on show, for example children's names, posters and labelling of toys, to help them recognise familiar words.

Through a variety of activities the childminder provides good support to promote children's early mathematical skills, including counting and number games. The childminder makes very good use of the local community facilities to help children learn about the wider world. For example, the childminder takes children to parent toddler groups where children benefit from new experiences and playing with a wide range of materials and toys. Children also benefit from trips to places of interest such as the animals welfare centre. Using various photos of children petting and feeding the animals they created a flip book of their experiences. This supports children's ability to recall positive experiences that are special to them. Children relish the regular opportunities to play in the garden. Children enjoy filling and emptying containers using sand and water to explore the concepts of measurement and capacity.

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

The childminder helps children to get to know her and become familiar with their new surroundings by offering a flexible and gradual settling-in process based on their needs. There is a good level of communication with parents initially and on a daily basis. This means the childminder has a clear understanding of how to meet children's personal care needs and routines. She is kept well informed about issues, such as feeding and toilet training, so that she can adapt her practice to meet their changing needs. Children feel emotionally secure as a result of their personal needs being met. The childminder continues to build their emotional security and socialisation by regularly introducing them to large group activities at toddler groups. This helps prepare them for the move to a group setting, such as pre-school or nursery.

The childminder spends much of her time playing with the children, which impacts on children's developing confidence and positive self-esteem. Behaviour is managed in partnership with parents, to ensure consistency in approach for the children as they move between and the childminder's care. They are praised and supported, and simple house rules enable them to take responsibility for what they do. They learn to share and know to use their manners and to sit together at the table for their meals. The childminder's caring approach enables the children to feel secure and is effective in promoting their well-being. Children are kept safe because the premises are well organised, and good safety procedures such as fire evacuation, are in place. When taking the children on outings the

childminder completes a detailed risk assessment to promote their safety. The childminder effectively supports children in helping to keep themselves safe. For example, when out walking, children know they need to hold the childminder's hand and they discuss how to stay safe when crossing the road.

Children show good independence in managing their self-care skills because the childminder readily encourages them to do things for themselves. The childminder encourages children to make good choices about their play and daily routines. As a result, children are energetic and happily spend long periods outside playing games that help develop their physical skills. Children enjoy daily walks to and from school, learn to use large play equipment and have fun throwing and kicking balls. The childminder understands the importance of providing children with healthy and balanced diets. Children relish digging in the garden to plant and grow vegetables reinforcing their knowledge of the food chain.

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

The childminder implements clear policies and procedures that promote children's welfare and safety, which she shares with parents. She has a secure understanding of how to recognise signs and symptoms that would cause concern about a child's welfare. She has attended training and is confident in the procedures to follow; she has a clear policy and materials for reference. All this helps to protect children from harm. The childminder has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage, including how to safeguard and protect children. She understands the requirements and implements her policies and procedures consistently and efficiently. For example, she carries out methodical risk assessments and supervises children closely to promote their safety at all times.

The childminder is dedicated to the continual enhancement of her provision to ensure she provides high quality care. The childminder has successfully addressed previous issues raised at inspection to safeguard children and enhance their learning and development. The childminder is able to discuss future improvements to her practice. The childminder ensures that she attends relevant training to keep up-to-date.

The childminder plans and provides a range of exciting experiences for children that are suitable for their individual needs. She uses her regular observation and assessment system effectively to ensure that all children make good progress in their learning. Her planning is flexible and she regularly adapts it suit the needs of the children attending on the day. The childminder establishes good relationships with parents because she provides them with information about the Statutory Framework for the Early Years Foundation Stage and how she is going to support their child's needs. The sharing of children's learning journeys and daily information about their child's care and activities ensures parents are kept well informed of their child's progress. This means children's needs are well met because the childminder works in close partnership with families, further

supporting continuity of learning at home.

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	EY396639
Local authority	East Sussex
Inspection number	816078
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	03/02/2010
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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