

Inspection date	17/04/2013
Previous inspection date	04/12/2009

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 is skilled at interacting with children as they play and this contributes to them making good progress in their learning.
- Children's independence is promoted well as they make choices from a wide variety of stimulating resources.
- Children show good social skills as they share resources with their friends.
- The childminder successfully involves parents in children's learning and assessment. This helps them work effectively together to meet children's learning needs.

It is not yet outstanding because

- The childminder has not fully extended opportunities for children to develop their early writing skills in role play activities and to develop reading skills by seeing labels and names in the environment.

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 and in the garden.
- The inspector sampled children's assessment records and other documentation.
- The inspector discussed childcare practices with the childminder.
- The inspector took account of the views of parents from letters seen at the inspection.
- The inspector looked at the childminder's evaluation documents.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 1986. She has a recognised childcare qualification. The childminder occasionally works with an assistant. She lives with her four older children. They live in a house in Brighton near to schools, parks, shops and transport links. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There are some steps down to the kitchen and toilet. The childminder has three cats and tortoisés.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local carer and toddler groups on a regular basis.

What the setting needs to do to improve further

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

- extend opportunities for children to write during role play and to learn to recognise words in the environment.

Inspection judgements

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

The childminder competently establishes the starting point of new children. She works closely with parents and gains helpful information from them about a child's interests, needs and abilities. This helps her settle children easily so they soon feel at home. The childminder plans and provides suitable activities that help individual children make good progress towards the early learning goals. She uses her observation and assessment systems well to track children's progress and identify learning priorities. Parents are fully involved in the ongoing assessment of their child and regularly share what they know about their child's development. The childminder reviews her termly progress reports and progress checks with parents. She gives them helpful suggestions of how to consolidate learning at home. This effective partnership working means that children benefit from continuity in their learning at home and with the childminder.

The childminder gets to know individual children well. She gives good additional support to those children who need it to narrow any gaps in their learning. The childminder provides resources and plans activities that reflect children's interests. She competently extends children's learning as they take part in enjoyable activities that cover all areas of learning.

As a result, children have fun while learning as they play. However, the childminder is not consistently making use of role play activities to promote children's early writing skills by encouraging them to use writing equipment in their play. The childminder has also not made full use of the opportunities to display words and use labelling to help support children's developing literacy skills.

The childminder promotes children's communication skills well by encouraging them to share their ideas and thoughts as they play. As a result, children speak confidently about what they are doing. They use their imagination well as they act out scenarios with the doll's house and play figures. The childminder repeats and reinforces words with young children and praises them when they attempt to say new words. This encourages the less able speakers to communicate with others. Children successfully count the bricks with the childminder as they build towers and talk about the colours. The childminder effectively introduces mathematical language with children, for example, as they talk about the size of their towers. Children become independent learners as they happily investigate the toys and environment with good support from the childminder. For example, young children work out how to fix the bricks together. They grin and excitedly call out when they complete a task. Children spend time concentrating at activities. The childminder successfully prepares children for school and for moving on to other settings.

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

Children form strong, secure emotional attachments to the childminder. They enjoy the individual attention she gives them. The childminder builds their self-esteem as she encourages them and celebrates their achievements. Children show they feel very secure with the childminder as they confidently move around to see what is going on. They take an interest in other adults and children. Children behave well and form good relationships with others. Young children learn to play happily alongside their friends. They readily share resources when playing with the doll's house and construction materials. Children pass toys to their friends without being prompted by adults. The childminder handles any incidents of inappropriate behaviour calmly and sensitively. She helps children to think about the impact of their behaviour on their friends. Children learn to value and respect others. The childminder provides learning experiences where children learn about diversity. For example, they take part in food tasting and creative activities based around different cultures.

The childminder uses the environment and resources effectively to meet children's developing needs. She creates a safe and welcoming play room for children. Children show good levels of independence as they make choices from the easily accessible toy storage. There is a good range of suitably challenging resources for children to choose from.

Children develop a good understanding of the importance of healthy lifestyles. They develop good personal hygiene practices such as hand washing before snacks. They enjoy healthy snacks of fruit and bread sticks. Children take part in plenty of outdoor play in the garden and on outings to places such as parks and farms. They develop good physical

skills as they have fun playing on the trampoline and slide. Children learn to manage risks as they tackle more challenging play equipment at local parks. They develop a good understanding of how to stay safe as they follow the childminder's safety rules and learn how to cross roads. They practise emergency evacuation in the home. The childminder takes children on interesting trips to the fire and police stations. This helps children continue to develop their understanding about safety.

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

The childminder has a good overall knowledge and understanding of the safeguarding and welfare requirements. She has recently completed safeguarding training so is up to date in her awareness of how to identify possible child protection concerns. The childminder shows a good knowledge of what to do if she has a concern about a child. She keeps her home secure and takes appropriate steps to keep children safe at home and on outings. She has all the required documentation in place to meet the legal requirements. The childminder makes good use of the documentation with parents to meet children's needs. Parents give very positive comments about the childminder and the activities she provides for children. They say they are 'completely happy with the care' and like the use of the contact books and reports to keep them informed. Parents say they are aware that their children have made noticeable changes in their development since being with the childminder.

The childminder has good systems in place for working in partnership with agencies and settings to support children. This includes working together to support children with children with special educational needs and/or disabilities, and children who speak English as an additional language.

The childminder has a secure knowledge of the learning and development requirements. She effectively assesses her educational programme with help and advice from support workers. Recently this included adapting the planning systems suggested to suit her own ways of working and to help her plan to meet children's individual needs. The childminder has a realistic view of her strengths and weaknesses. She takes positive steps to continually improve her knowledge and practices. The childminder attends training and takes part in a local authority quality assurance scheme. This helps her to evaluate her practices and to identify areas for development. For example, she has just completed a module on health that has made her review her practices in this area. The childminder also attended training on this aspect of children's care. As a result, the childminder has actively introduced ways to help improve children's health and diet.

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	131003
Local authority	Brighton & Hove
Inspection number	813743
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	04/12/2009
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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