

### Inspection date

Previous inspection date

16/07/2013

Not Applicable

### The quality and standards of the early years provision

#### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

### The quality and standards of the early years provision

#### This provision is outstanding

- The childminder is exceptionally skilled at helping children learn to become independent and to initiate their own ideas. She is skilled in engaging children in conversation, developing their communication and language skills.
- Children make excellent progress in their learning because the childminder completes regular observations and assessments of children as they play, and uses this information to provide a wide range of interesting and challenging activities.
- The childminder works exceptionally well with parents from the outset. This ensures children's individual needs are very closely monitored. Children form strong bonds and secure emotional attachments with the childminder, which helps them gain a sense of well-being and belonging.
- The childminder has an extensive understanding of how to promote children's health and safety. She has assessed all potential risks to children's safety within her premises and has minimised these so children are able to access all areas safely.

## 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 compulsory part 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 spoke with the childminder at appropriate times throughout the observations.
- The inspector examined documents including children's records, planning, policies and procedures and held discussions with the childminder at appropriate times.
- The inspector took into account the views of parents through letters and questionnaires shared with the inspector.

## Inspector

Shan Jones

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her partner and child in Brighton, East Sussex. The childminder is situated close to shops, parks and transport links. All areas of the ground floor flat are used for childminding and there is an enclosed back 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 six children on roll, all are in the early years age group. 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 further for children to mark make and write independently by, for example, providing materials within easy reach of their play outdoors.

### Inspection judgements

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

The childminder continually provides a wealth of learning opportunities which are creatively planned and based on what children can do and are interested in. Her enthusiasm and skilful interactions extend and inspire children's learning, supporting the characteristics of effective learners. Her first rate practice is truly worthy of dissemination. The childminder is highly effective in extending and supporting the prime areas of learning for very young children and their natural desire and developing ability to explore and be involved in active learning. For example, she uses open-ended resources, such as, pasta, jelly and corn flour with jelly moulds and cups. Children love to pick up the items and experience the textures. The childminder maintains their interests by playfully joining in with the children to create footprints on the ground.

Assessments and planning are precise and focused as the childminder uses an online application that links observations to the seven areas of learning. The information is used as a basis for the comprehensive learning journal notes and is used to keep parents informed of their children's developing skills via email. These are shared with parents and clearly show that the children are making excellent progress in their learning and development, given their age and stage of development. The childminder provides suggestions of how parents can support children's learning at home. This helps to ensure continuity and involves parents fully in their child's learning. The childminder is well prepared to implement the progress check at age two. She uses information and tracking

documents linked to the prime and specific areas of learning and is well placed to provide the short written summary required.

Space is well organised and resources are exceptionally well deployed. The childminder monitors children's interest in the resources that are on offer and suggests a change when they begin to lose focus. Therefore, they are continually motivated and involved in activities, which capture their interest. Children become skilful communicators, who fully understand the importance of listening attentively and taking turns in speaking. Toddlers sit close to the childminder to listen to their favourite stories. They enthusiastically join in, repeating familiar phrases about the colours of the various animals. This very effectively promotes children's love of book and early literacy skills. Children love to use a variety of pens, crayons and chalks on the chalk board indoors and during creative activities. However, opportunities for children to mark make are less evident in the outdoor environment. As children play, the childminder talks to them about numbers, shapes, size and colours, asking questions to make them think and develop their mathematical skills. The childminder helps to build children's confidence by attending playgroups and activity sessions, preparing them for future moves to other settings or school. This also develops children's social skills, encouraging them to play alongside others. Regular outdoor play opportunities help children to develop their physical skills, for example, during trips to the park. Children's understanding of the world is fostered extremely well. Children watch and document the 'Miracle of Metamorphosis' and observe, over a few weeks, the transformation of tiny baby caterpillars into chrysalides, and then into beautiful butterflies. Children observe the butterflies and feed them for a few days before releasing them in the garden which provides a wonderful learning experience.

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

Children thrive in the care of this exceptionally warm and caring childminder. She clearly enjoys her time with the children and they in turn feel very relaxed and secure. The childminder pays great attention to settling children well from the outset. She gathers as much information as possible about the children from their parents so she can tailor her care to each child's needs. From this strong base, children are confident to explore, express their own thoughts and ideas and become highly independent. The childminder uses her home imaginatively to provide a stimulating, safe and welcoming space for children, both inside and in the garden. Resources are organised extremely effectively to help children become independent. They can reach toys they want from the varied range accessible to them. The childminder's excellent support ensures children develop into sociable, happy, independent and active learners. They are prepared very well for moves to school or other settings.

Positive learning and development outcomes for children are attributed to the excellent use of space, the deployment of resources and the superb balance between indoor and outdoor play. The childminder plans very effectively to meet each child's needs and makes sure they are happy, comfortable and have plenty of attention and one-to-one time with her to help them feel special. She talks calmly to the children and explains at an age-appropriate level the importance of sharing. As a result, they play well alongside each

other because the childminder helps them to recognise the need to share toys and take turns during activities and games. The childminder uses praise and continually acknowledges children's achievements, enabling them to feel good about what they do. She sensitively supports children's growing independence through working alongside parents to organise a flexible routine to meet with children's personal care needs.

Children competently climb and balance on more challenging equipment in local parks and indoor play areas. They are also successfully encouraged to behave safely and sensibly. The childminder regularly talks to children about managing different risks and consistently encourages their safe and correct use of tools, utensils and equipment. Excellent attention is given to promoting children's understanding of the importance of physical exercise and a healthy diet. They are physically active and relish being outside, including going for walks. Children's specific health, dietary needs and allergies are well documented and understood by the childminder. Children learn about healthy lifestyles and follow very good hygiene practices as the childminder checks that they wash and dry their hands properly. Healthy eating is given a high focus at snack time and mealtimes. The childminder provides healthy, well-balanced meals and regular drinks. Children's well-being is always a priority. The childminder is vigilant about children's safety and she supervises them very well. Gentle reminders help children to understand about keeping themselves safe as they play and use a variety of equipment.

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

The childminder has made an excellent start to her childminding. She is highly motivated and passionate about ensuring she offers children and families a high quality provision that meets their needs and inspires children to achieve. The childminder effectively uses her skills to implement robust monitoring and evaluation of all aspects of her childminding. Children's ideas and suggestions are an integral part of her discussions with them and her day-to-day organisation of activities and resources. The childminder has a strong understanding of all safeguarding issues. Her policies and procedures are comprehensive, shared with parents and implemented rigorously. The childminder completes meticulous risk assessments which address any potential hazards. This includes both indoors and outside of the setting. She is extremely aware of children's safety and security at all times. Documentation and records are comprehensive, exceptionally well organised and reviewed regularly.

The childminder reflects upon her practice and has already established self-evaluation processes that include an evaluation of children's progress and parents' views. Plans for future improvement are ambitious and targeted well. Highly successful partnership working with parents and other providers promotes a collaborative approach to consistency in care and in meeting children's individual needs. Written statements from parents demonstrate a high regard and recognition of the positive impact the childminder's care has made to their children's well-being and progress. Parents are actively involved in the process of evaluation, achieved through questionnaires and discussion. The childminder has high aspirations and is extremely keen to develop her

knowledge and skills through additional training. This ensures children benefit from a continually improving provision, which meets the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is committed to providing a high quality care and learning environment and to prepare children to thrive and develop as they move onto other settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY429682
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	766105
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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