

Inspection date	15/07/2013
Previous inspection date	22/03/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children are very happy, motivated and eager to learn. They show extremely high levels of independence and curiosity. They have developed strong bonds with their carer and other children.
- 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.
- The childminder has a very good understanding of how to promote the health and safety of the children in her care. She uses ongoing risk assessments to ensure risks to children are minimised in all areas of the premises used by the children and during outings.
- The childminder is highly qualified and motivated. She is fully involved in all aspects of the children's play and learning. Focused assessments and a very good understanding of how children learn, combined with the excellent use of the Early Years Foundation Stage, ensure children make rapid improvements from their starting points.

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 the childminder engaging in a range of learning activities, play and daily care routines with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of adults living on the premises, the provider's self-evaluation of practice, and a selection of policies and children's records.
- The inspector took account of the self-evaluation process and the views of parents in their written testimonials and of a parent spoken to on the day of the inspection.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 2001 and works with two assistants. She lives with her husband and three children in Worthing, West Sussex. The ground floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family has a cat. The childminder is currently minding five children in the early years age range. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care. The childminder collects children from the local school and attends toddler groups on a regular basis. She is currently in receipt of funding for free early education for two-, three- and four-year-olds.

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 personal, social and emotional development by developing their opportunities to talk about people who are important to them.

Inspection judgements

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

The childminder provides extensive opportunities for children to develop their skills. She uses a wide range of challenging and interesting age- and stage-appropriate resources and experiences. Children are able to explore and investigate the range of resources available due to the childminder's thoughtful organisation. For example, a wide range of age-appropriate resources are within children's reach, which supports their independence. The childminder has developed effective and accurate ways to monitor and assess children's learning. This ensures that children all make the best progress possible and they are very well prepared for the next stages in their learning. Records of children's individual learning experiences are exceptionally detailed and include a wide range of photographs to demonstrate clearly what children can do. 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. The childminder is highly effective in extending and supporting the prime areas of learning for 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 rice, pasta shapes with various scoops and jugs to encourage children to explore creatively.

Children are developing mathematical concepts such as counting and a sense of space, shape and measure. They have numerous opportunities to problem-solve through completing simple tray puzzles, posting shapes in shape sorters and building towers from stacking blocks and construction bricks.

The childminder supports children's language development extremely well because she constantly talks to them and involves them in conversations. She encourages them to use simple words and sentences and supports them by listening respectfully to their contributions. When they ask questions, she considers and answers them positively, thereby developing their willingness to 'have a go' and take risks with their own questions and answers. Frequent visits into the local community give children very good opportunities to learn about the wider world. They travel in the car to interesting places, such as country centres and farm shops. An extensive range of resources is available to encourage children's early words and extend their vocabulary. For example, there is a wide range of picture books and object cards, which the childminder uses with younger children to introduce the names of different objects. However, there are fewer books and resources which reflect the children's home lives, which has a minor impact on their ability to talk about people who are important to them. The childminder also supports children's learning through highly successful strategies that engage parents in their children's learning in the setting and at home. For example, written information in daily news books demonstrates how well information about children's learning is exchanged between children's home and the childminder's setting.

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

The childminder's highly effective settling-in procedures support children to form strong emotional attachments with her. Children are extremely happy and secure in the setting exploring the environment independently, seeking only occasional reassurance from the childminder. The childminder is extremely nurturing and calm in her approach and this enhances children's feelings of security and belonging. The childminder discusses all aspects of children's individual needs with parents during settling-in sessions. She uses information from these discussions to support children's transition into her home. Transition arrangements for the children's next phase in their learning are very well supported through extremely valuable links with other providers, local nurseries and schools.

The emphasis placed on children's personal, emotional and social development at the admission stage is excellent, and this ensures they quickly develop the underpinning skills needed for their future success. Children's behaviour is very good and the childminder acknowledges their achievements with lots of praise and encouragement. The childminder has established clear boundaries which the young children understand. They know about

the simple rules that are in place to keep them safe, such as not running outdoors when the ground is wet. Children develop independence, initiate their own play and make choices because they have easy access to an excellent range of resources.

The childminder talks to children about what she is doing and they become familiar with the daily routines, such as nappy changing, snack and meal times. Children learn about healthy lifestyles and follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. 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. Children had great fun outdoors as they darted under the parachute, giggling as they ran. 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.

The childminder provides nutritious snacks, she encourages children to try new foods and any issues related to eating habits are successfully managed. Meal times are social occasions, and good manners are encouraged at all times. Food is integrated into the planning to help the children learn about various foods from all over the world. Children thoroughly enjoy regular opportunities to cook and bake. They learn about the importance of eating healthily and the role it plays for their growing and developing bodies. Children grow vegetables in the vegetable garden outside and, once they are fully grown, eat produce such as carrots and tomatoes.

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

High priority is given to safeguarding and protecting children. The childminder has a comprehensive awareness of safeguarding issues and recognises her responsibility to protect the children in her care. She has completed training and shares her safeguarding policy with parents. The childminder demonstrates a high level of commitment to promoting children's safety and well-being. Robust vetting procedures for household members are in place to ensure their suitability. Comprehensive risk assessments cover all aspects of the premises and outings. Children are closely supervised as they play to ensure that they are protected from harm. Resources and equipment are carefully reviewed and monitored to ensure that they are safe and meet children's individual development needs.

Access to the premises is closely monitored and the outdoor play area is secure. All children benefit from high levels of care because the childminder ensures they feel safe, achieve very well and are fully included in activities. Policies and procedures are implemented very effectively and are regularly updated to reflect any changes in the statutory framework.

The childminder completes comprehensive, informative assessment records for children, in which she tracks their development extensively across the areas of learning. Photographic and written observations and samples of artwork are included in each child's learning journey record. Highly effective partnerships with parents enable the childminder to quickly identify children's needs and plan successfully for the next steps in their learning. The childminder uses a wide variety of ways to communicate with parents to ensure that they have a thorough understanding of their children's welfare and development. Parents express high levels of confidence in the childminder and say that they feel involved in their children's learning.

The childminder continually reflects on her practice. She uses her excellent knowledge and understanding of the learning and development requirements and how children learn to ensure the educational programme provides children with an extensive range of high quality learning activities. The childminder keeps a reflective diary to record ideas which help her to plan activities taking into account the children's interests and abilities. She constantly evaluates the learning environment and looks at how she can enrich children's experiences to maintain the highest levels of achievement. The childminder is committed to providing a high quality care and learning environment and to preparing 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

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	155401
Local authority	West Sussex
Inspection number	926220
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	22/03/2013
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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