

Inspection date	09/09/2013
Previous inspection date	20/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's language skills are supported well by the childminder, who listens carefully to children and asks a range of open-ended questions to develop their vocabulary.
- The children are settled and comfortable in the welcoming environment where the childminder encourages the learning of new skills and the development of close relationships. This supports children's individual needs, self-esteem and sense of belonging.
- The childminder establishes good relationships with parents, which helps the settling in process so children are ready to learn.

It is not yet good because

- The educational programme does not consistently cover the seven areas of learning in variety or scope to support children's all round progress.
- 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 and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's development records, including written accounts of their learning and progress.
- The inspector took account of the views of parents in references obtained by the childminder.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Seaford, East Sussex. The downstairs of the property is used for childminding with toilet facilities on this level. 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 eight children on roll, seven of whom are in the early years age group. The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder has a cat and two guinea pigs.

What the setting needs to do to improve further

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

- provide more challenging educational programmes by using unplanned and planned times to stimulate and extend children's learning through a wider range of experiences.

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 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 has a sound knowledge of children's learning and development. She obtains information about children's starting points through discussions with parents during initial settling-in visits. The childminder maintains learning records for each child. She assesses the children over time and identifies children's next steps. The childminder organises activities that she knows children enjoy. Although some planned and unplanned activities do not adequately cover the seven areas of learning to provide a varied range of activities that fully challenge children. For example, experiences which encourage children to learn about nature and explore and use different media and materials. There is a generally good focus on the attainment of communication and language skills. The childminder encourages children to increase the range of vocabulary they use and extend their sentences as she frequently repeats words back to children. Children enjoy choosing from the broad range of books. However, there are few other word labels on show, for

example, children's names and labels on toys, to help them recognise familiar words.

The childminder interacts positively and warmly with the young children in her care. They have developed a strong relationship with her and they receive regular cuddles and reassurances throughout the day. This provides them with a secure base from which to explore, knowing that the childminder is always nearby for support. Children's independence is well-supported as they are encouraged to do things for themselves. For example, they go and get and put on their own shoes and with some guidance manage their own lunch boxes. The childminder encourages the younger children to count out loud as they play and to develop their sorting skills by organising different coloured items. This helps children to develop their mathematical skills. Children develop an understanding of technology as they enjoy playing at electronic toys. Children recognise that you need to press or jump on particular sections on the musical mat to create a range of music.

The childminder establishes positive partnerships with parents. There is an effective two-way exchange of information through daily discussion and regular text messages. This keeps parents informed about their child's care and well-being. The childminder currently discusses the children's progress and development with parents and shares her written observations and the children's achievements. Parents' written comments on their children's progress are included in their learning journals. The childminder has a suitable knowledge of children's individual development and has fully implemented the two-year-old progress check.

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

Children are settled in a homely environment as they form secure emotional attachments with the childminder who is caring, friendly and approachable. Children actively access the range of resources available to them and are confident to go to the childminder for help and support when needed. All areas of the home, and any outings undertaken, are carefully assessed to ensure supervision, for safety and to minimise risks to children. All supporting paperwork and documentation is in place so that the childminder can meet daily care needs. The childminder teaches children about road safety when out and also talks to them about safety in the home so that they learn how to stay safe.

The childminder is a good role model. She offers lots of praise and clear and consistent boundaries followed by explanations to support young children as they learn the behaviour expectations of the setting. As a result, children play well together, show concern and share resources. Children are developing a healthy lifestyle as they are encouraged to adopt appropriate health and hygiene practices during the daily routine. Parents provide their children with a balanced diet in line with their dietary requirements. The childminder works closely with parents to ensure any dietary needs are known and respected. A good range of hygiene procedures further contribute to children developing healthy habits. For example, children play in a clean environment and receive sensitive reminders to wash their hands at appropriate times. The childminder supports children's personal, social and emotional development. They regularly go on outings in the local community and play with other children. For example, they visit toddler groups and take part in all the activities and

experiences that are on offer. This compliments their learning within the childminder's setting well, and helps to prepare them nursery or school.

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

Children are safeguarded as the childminder understands how to recognise and respond to any concerns. There is a clear policy, which sets out her responsibilities in regard to keeping children safe. All relevant numbers are to hand, this means that she can easily make contact with the appropriate agencies should she need to. The childminder recognises that clear goals and targets will continue to improve the service she provides and her self-evaluation processes are developing. She has made progress with the actions raised at the previous inspection, including completing a first aid course. In addition, she welcomes any suggestions made by parents to ensure continuous improvement.

The childminder understands how to support children's learning but does not maximise their learning opportunities through systematically planned play in all areas. She monitors and evaluates her practice suitably through observations of how well children are progressing. Information about the childminder's policies are shared with parents at the start, this ensures that parents are suitably informed about how the childminder works. Daily discussions as well as some written observations keep them informed of their child's progress. Parents are happy with the care their children receive and comments from parents include 'Children in her care always seem content and very comfortable with her, she relays any relevant information and exchanges progress reports'. Partnerships with other settings that children attend, are established. This ensures that information is shared to ensure a consistent care and learning experience for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	934705
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20/05/2013
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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