

<b>Inspection date</b>	11/09/2013
Previous inspection date	06/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children make good progress because the childminder uses her knowledge of child development to observe, assess and plan effectively for their development.
- Children develop positive relationships with the childminder and one another as the childminder is calm, consistent and manages their behaviour sensitively.
- The childminder forms positive relationships with parents and others providing early years education, which supports a consistent approach to children's learning.

### **It is not yet outstanding because**

- The childminder has not fully explored ways all children, including those where English is an additional language, can access and identify the contents of toy boxes.

## 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 in the childminders home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.  
The inspector looked at children's observation and assessment records,
- safeguarding which included risk assessments and behaviour management procedures, register of attendance and children's personal records.
- The inspector took into consideration comments from the parents when exchanging information with the childminder.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Crawley, West Sussex. The home is located close to shops, schools and parks. The ground floor of the home is used for childminding and a bedroom on the first floor for sleeping. The garden is used for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder is currently caring for three children in the early years age group. The childminder also offers care to older children aged over five years to 11 years.

The childminder provides care Monday to Friday, all year except public holidays. Her normal operational hours are 8am to 6pm but she will consider working outside these hours to suit parents' requirements. The childminder takes and collect children from a local school.

### What the setting needs to do to improve further

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

- improve the organisation of toys and resources to enable children to have independent access and to be able to recognise the contents of each box.

## Inspection judgements

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

Children are making good progress in their learning. This is because the childminder has a secure understanding of the learning requirements of the Early Years Foundation Stage. The childminder provides a good balance of adult-led and child-initiated play experiences that interest children. She uses her assessments of the children to identify and extend their interests and monitor progress. She knows the children well and through discussion it is evident that she has a clear picture of their level of achievement, interests and learning styles. The childminder seeks information regarding children's starting points and welfare from parents prior to them joining. She uses this to plan and help children to settle more quickly. The childminder discusses children's learning with their parents on a daily basis. She shares information about what the children have been doing such as an outing to the beach, farm or adventure playground, using photographs. The childminder illustrates children's developmental journals with photographs and next stages of learning. In addition, school age children have scrap books that represent their time spent with the childminder. This provides parents with a useful insight into their child's time with her. The childminder is aware of the need to provide parents with a clear picture of their children's

development at age two years, by completing the required progress check. She has systems in place to implement this as the need arises.

Children receive individual attention from the childminder and she is flexible in her approach, which allows her to take account of their interests. Young children enjoy make believe play; they care for dolly by placing her in a pushchair and cover with a blanket. This shows that they have an understanding of the need to be gentle. The childminder asks questions to make young children think and extend their language. For example, 'what do you need to put your shopping in' children go off to find a bag 'oh a bag, well done'. The childminder supports younger children's learning by repeating words and using plenty of praise when children copy her. She uses gestures to help to communicate with children learning English as an additional language and supplements her communications with key words in children home languages. These highly effective methods mean that children become confident talkers, who are able to express themselves and communicate well.

The childminder offers older children opportunities to practise their early writing skills, they are encouraged to label their own work and they enjoy reading schoolbooks together, for example. This teaches them to understand that words carry meaning. In addition, the childminder helps older children in linking sounds to letters and sounding the letters of the alphabet. She praises children enthusiastically when children link the appropriate letter to their name. The childminder further supports children's literacy skills by sounding out words phonetically. This helps older children to begin to associate different sounds and letters, as well as learning new vocabulary. This forms a good basis for children's next steps in learning, including school.

The childminder provides many interesting outings so children develop an understanding of the world around them. Children visit the beach during school holidays and enjoy building sand castles and make patterns using pebbles and stones. They visit an adventure playground after school where they enjoy physical play on more challenging equipment. Children enthusiastically explain that they enjoy participating in a treasure hunt and follow clues as to where the hidden treasure of gold coins might be. They excitedly recall being given a special lollipop for finding the hidden treasure. Therefore, children thoroughly enjoy their time with the childminder developing the confidence and positive self-esteem.

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

Children form secure attachments with the childminder and her family. This helps them feel safe and settled. The childminder demonstrates a loving and caring nature with the children she cares for. Consequently, children develop a good sense of belonging. The childminder gathers useful information from parents when children first attend her setting. This helps meet children's individual care needs and supports them to settle quickly. As a result, children have good emotional attachments with the childminder.

The childminder promotes children's positive self-esteem well because she uses

meaningful praise to recognise positive behaviour and individual efforts. She manages children's unwanted behaviour well, taking into account children's age and level of understanding. As a result, children behave well and develop a respect for the needs and feelings of others. Children understand the need to share and be kind to each other because the childminder sensitively and gently reminds them of expected behaviour. This helps build children's high levels of self-esteem. Children are developing an understanding of people's differences, as they explore their cultural festivals and those of others. Children play with a good range of toys and resources, which are mostly stored at children's height. However, the organisation of toys does not fully support children choice and independence. In addition, bilingual children are not always able to identify the contents of boxes, which contain the resources.

Children effectively learn about safety matters as the childminder consistently reminds them of the rules that keep them safe. For example, younger children learn not to climb on furniture because they could fall. In addition, to prevent them from tripping, older children are reminded to help pick up small toys such as cars up off the floor. The childminder actively promotes children's awareness of maintaining their own safety and that of others. For example, she talks to the children about why it is not a good idea to run around, in case they fall and hurt themselves. Children also learn about road safety and participate in fire evacuation drills, which help them be aware of how to keep themselves safe in emergencies.

The childminder understands the importance of children smooth moves to other settings. She has well-established relationships with teachers of the local school. This means she can pass on relevant information to promote a consistent approach to children's learning and development, when the need arises.

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She has returned to childminding having taken a two year break. In readiness for her return, she has updated her knowledge of the revised Early Years Foundation Stage framework by reading and referring to current documentation. In addition, she has updated her knowledge of child development by reading childcare publications to help her identify children's developmental stages. This supports her in identifying any emerging gaps in children's learning and respond to them as appropriate. She has a positive attitude towards continuous improvement through attending regular training and she has identified areas for improvement. For example, she has attended training in promoting positive behaviour and has arranged to attend further training in observation and assessment.

The childminder has a good awareness of the signs and symptoms of abuse, to help her recognise if a child is at risk. She knows what to do if she is concerned, in order to safeguard children's welfare. Both adults at the home have been through a vetting procedure to check their suitability. The childminder understands the required ratios she

must maintain and supervises children well. Therefore, children's welfare is effectively considered. The premises are safe and secure. Effective risk assessments are carried out to ensure that hazards to children are identified and minimised. The childminder takes all reasonable steps to limit risks, so that children can play safely indoors and outside.

Partnerships with parents are effectively established and this makes a positive contribution to meeting children's needs. The childminder provides daily feedback to parents about what children eat and when they sleep. She ensures parents are able to view all policies and procedures, contracts are in place and parental consent agreements are signed. Therefore, everyone is fully aware of the care and learning and business arrangements. Parents comment that they are happy with the care and education on offer. The childminder has no cause to work in partnership with any other early years providers or external agencies at the moment. However, she is aware of the requirements for information sharing if the need arises, so that she can work in partnership to support children's particular learning needs.

### **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
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>	EY361587
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	935826
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/01/2009
<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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