

Inspection date	01/10/2013
Previous inspection date	05/03/2009

The quality and standards of the early years provision	This inspection:	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 in their learning and development. The childminder is fully aware of their stages of development and she plans effectively for their needs.
- The childminder offers a long standing commitment to parents, which enables them to develop good relationships.
- Children thoroughly enjoy their time with the childminder, as they play and learn in a warm and welcoming family home.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which means that children remain safe at all times.

It is not yet outstanding because

- The childminder has not fully explored all communication strategies, in order to further support all children's speaking skills.
- The childminder has not fully developed communication systems with other early years settings that the children attend, in order to provide continuity for their development.

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 looked at children's observation and assessment records.
- The inspector discussed safeguarding with the childminder and looked at her policy.
- The inspector sampled parents' feedback through completed questionnaires.
- The inspector observed interactions between the childminder and the children in her care.

Inspector

Helen Penticost

Full Report

Information about the setting

The childminder registered in 1993. She lives with her husband and three children in Horsham, West Sussex. The whole of the ground floor of the childminder's house and one upstairs bedroom is used for childminding and there is a fully enclosed garden for outside play. She is currently caring for six children in the early years age group, all on a part-time basis. She also provides care for school age children. She walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. The childminder receives support from the local authority. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop further children's communication skills by using a broader variety of communication strategies, including signing, where appropriate

- enhance communication systems with other early years settings that children attend, to further support continuity in children's learning.

Inspection judgements

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

The childminder has a good awareness of the learning and development requirements and, therefore, children in her care make good progress. She is an experienced childminder and is confident in undertaking observations and assessments. This enables her to plan effectively for children's emerging next steps. The childminder requests that parents complete an 'All about me' questionnaire about their child's current developmental stage. The childminder uses this information, along with her initial observations, to plan effectively for children's needs from the outset. This enables children to settle quickly in their new surroundings, while playing with resources that capture their interests. She completes a learning journal for each child that contains all of her observations and supports these with photographs. Parents view their child's learning journal regularly and are able to comment on their child's development, for example, through assessments such as the progress check for children at age two. These effective systems support children's progression to the next stage in their learning.

Children become fully engrossed in playing with the good selection of musical instruments especially the electronic guitar. They happily press the buttons and show great delight as they listen to the music and watch the flashing lights. This child-initiated play captures children's attention and supports their increasing levels of concentration. These resources enable children to develop a good understanding of technological equipment. Children enjoy exploring musical instruments, which enables them to develop an awareness of rhythm, pitch and tone, while supporting their fine motor skills. They use wooden beaters and bang it against the keys of the xylophone with increasing skill.

Children thoroughly enjoy acting out role play scenarios. For example, they walk around with a toy telephone, babbling and having an imaginary conversation. The childminder supports this pretend play by asking open-ended questions to enable children to respond. These actions support children's emerging communication skills. Children communicate their thoughts and feeling with the childminder through gestures and words. For example, they respond to the childminder about where and with what they would like to play by nodding and gesturing. Children are confident to interact with the childminder as she listens intently and responds warmly and with interest. However, the childminder has not fully explored all communication strategies, for example using signing, in order to further support children's speaking skills.

The childminder supports children's awareness of mathematical language and concepts and also working together as a team. They co-operate as they piece together the train track. The childminder encourage children to help by asking them to find certain pieces. For instance she asks if they can find one more curved piece. Children confidently ask for help when they need it. The childminder is skilful in engaging children in meaningful discussions, which support their language and communication skills. For instance, the childminder engages children in conversation as they dress up. They talk about the sunflowers on the dress asking if they can remember when they grew sunflowers in the garden in the summer. She also asks what colours were on the dress and the children happily point out the yellow, green and orange parts. Children freely select age appropriate books from the range available and they sit and look at the pictures as they turn the pages with care. The wide range of books supplied by the childminder enables children to choose for themselves, which encourages children to develop a love of stories.

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

Children play and learn in a warm and welcoming family home. The childminder sets up her lounge with resources ready for the children's arrival. This enables children to settle quickly as they choose their favourite toys to play with. Children can also select from stored resources as the childminder has a catalogue of her toys. The childminder prioritises children's safety, for example, through the use of risk assessments. This ensures that children play in a safe environment, whether they are at the childminder's home or on outings. Children develop a good awareness of their own personal safety as they practise emergency evacuation with the childminder and she talks to them about road safety.

Children develop good levels of independence, as they are able to attend to their own personal needs. They happily visit the bathroom to wash their hands prior to snack times. Children have many opportunities to play out of doors, either in the garden or while on outings. They use the play equipment at the local parks and use the wheeled toys in the garden. This supports children's awareness of adopting a healthy lifestyle, while developing their physical skills. Children take part in many creative and fun activities, which enable them to develop awareness of where food comes from as well as supporting their skills for the future. For instance, they bake and decorate gingerbread men and make cakes for Halloween. They also harvest fruits and vegetables from the childminder's allotment and make dishes for their tea. Cooking and baking enables children to gain an understanding of weight and volume, therefore supporting their mathematical development.

Children develop secure bonds with the childminder and each other as they have been cared for together for some time. The childminder has a calm and caring manner, which creates a friendly atmosphere where children can enjoy their play experiences. Children develop an understanding of good manners and how to manage their own behaviour. For example, older children know how to ask for things politely and when to say please or thank you. Children receive meaningful words of praise and encouragement from the childminder, which increases children's self-esteem and confidence. The childminder consistently provides children with an explanation as to why their behaviour may not be appropriate. For instance, she gently reminds children that they must not throw the toys as they might hurt themselves or one of the others.

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

The childminder is extremely experienced and has attended the required training for childminding. She has attended further courses including safeguarding, observation, assessment and planning. This enables the childminder to keep her professional knowledge up-to-date. She is aware of her strengths and areas for development. For instance, she wishes to fully develop children's self-choice by encouraging them to use her toy catalogue more readily. The childminder has not yet fully developed working relationships with other early years settings that children attend. This does not fully support consistency in sharing information about their progress.

The childminder demonstrates a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she has clear understanding of significant events that she must be notify to Ofsted. The childminder fully understands the procedures that she must follow should she have any child protection concerns about a child in her care. She has appropriate guidance documents to hand should and she also has a written safeguarding statement. This enables her to inform parents of her role.

The childminder offers a long term commitment to parents and their families, which enhances relations and maintains effective lines of communication. She initially meets with

prospective parents and she provides them with relevant documentation. This includes her policies and procedures as well as information regarding about the learning and development requirements. This enables parents to gain an understanding of the childminder's duties as well as what they can expect. Parents remain fully up to date about their child's daily achievements, through the use of a two-way diary and discussions. The childminder seeks feedback from parents through the use of questionnaires. They also freely write letters of recommendation and thank you cards and they rate the childminder very highly.

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	114058
Local authority	West Sussex
Inspection number	903832
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	05/03/2009
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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