

Inspection date

Previous inspection date

21/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good understanding of the Early Years Foundation Stage framework and uses her knowledge effectively to support the learning and development of children in her care.
- The childminder provides a warm and homely environment with plenty of interesting resources, which enables children to feel comfortable and at ease.
- Parents speak very highly of the childminder and praise the care and attention that their children receive. This shows that there are effective partnerships in place that help children to make good progress.
- Children develop good communication and language skills because the childminder knows how to encourage them to listen and speak well.
- The childminder's safeguarding procedures are robust and rigorous, which means that children are effectively protected.

It is not yet outstanding because

- Children are not always able to choose when or how they want to play with messy or creative resources. This means that children do not consistently have the chance to develop independent creative and imaginative 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 care routines indoors.
- The inspector spoke to the childminder about her practice and about her understanding of her role and responsibilities.
- The inspector took account of the views of parents which had been provided on the childminder's website.
- The inspector looked at a range of policies and other documentation including children's learning journeys.

Inspector

Rebecca Swindells

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, lodger and one young child. They live in a house in Eastbourne, East Sussex near to schools, shops and parks. The whole of the ground floor and two upstairs bedrooms are used for childminding. The childminder provides care between 7am and 7pm Monday to Friday, including school holidays. There is an enclosed garden available for outside play; the childminder also takes children out to the park and to local community groups. The childminder has one dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding four children, all of whom are in the Early Years age range. The childminder also offers care to children aged up to 8 years. The childminder holds a qualification in providing home-based childcare and holds appropriate qualifications in first-aid and in safeguarding children. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- improve opportunities for all children to engage freely with messy, creative and imaginative activities by providing resources that are open-ended and easily accessible.

Inspection judgements

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

The childminder understands how children learn and develop and consistently motivates children with interesting and stimulating resources. She plans activities which support and extend the children's learning using her knowledge of what they can already do. This means that children make good progress and are well prepared for their future learning. Children move freely and with confidence through the available play spaces because the childminder thoughtfully engages with them and encourages them to take the play opportunities she offers them.

Children feel confident and at ease with the childminder and show this as they cuddle up to her to play. Children play well together learning to share and take turns with toys under the watchful eye of the childminder. Generally, the childminder understands when to support children and when to let them persevere with a challenge. For example, she helps children learning to walk very effectively providing enough support for them to feel confident whilst still enabling them to find their balance themselves. The childminder plans interesting craft activities for the children to take part in. However, they are usually adult-led and children are not always able to decide for themselves when to involve themselves

in messy and creative play. This limits children's chances to use their imagination and to explore the possibilities provided by creative, open-ended resources.

Children develop good language and communication skills because the childminder knows how to support them effectively. Children who are not yet talking are very well supported as the childminder responds to their visual cues looking to see what has captured their interest. The childminder speaks gently and clearly to children putting into sentences the things that they are thinking. For example, when children show interest looking out of the window from their highchair, the childminder takes them to the window saying 'It's very cold and muddy today, shall we go for a walk later?' Children smile to indicate that they have understood and the childminder continues to extend their thoughts talking about all the things they might see on a walk.

Varied and interesting opportunities for physical play encourage children to learn to walk, jump, run, balance and climb. The childminder uses the local parks, toddler groups, childminder groups and local soft-play centres as well as the garden to help children to learn to move in a variety of ways. The childminder plans activities that help children develop good early writing skills such as squeezing playdough to make their fingers and hands strong and using felt tips to make marks on paper. She speaks knowledgeably about supporting children for the next stages of their development and plans activities in readiness for each emerging stage. This planning ahead means that all children have the opportunity to make good progress with the childminder.

The childminder handles care routines thoughtfully and gently giving attention to each child's needs and as a result children feel important and valued by the childminder. All routines are well established and the children feel secure with the childminder as a result.

The childminder uses mathematical language as part of her play with the children and so they learn about different numbers, shapes and sizes. Good quality teaching by the childminder helps to prepare children for their future learning very well. For example, she talks about different shapes and sizes when playing with a shape sorter with the youngest children. She encourages them to select shapes that they already know as she talks to them about the names of new shapes and their properties, such as their corners and their edges.

Children enjoy finding out about the world around them through the enthusiasm of the childminder. The childminder links stories that she reads to the toys she has available for the children and encourages the children to make up stories to go alongside their games. For example, a shared story about a train links to a train set in the playroom and an electronic car links to a programme that the childminder knows the children have seen on the television at home. Regular outings with the childminder further enhances children's knowledge and understanding of the world around them and prepares them well for their future lives.

Children settle quickly and easily into the childminder's care because she is warm, welcoming and friendly. The childminder takes time to get to know children and their families and as a result, everyone has good relationships with each other. Flexible settling sessions mean everyone feels relaxed and confident when the children start with the childminder. The childminder is sensitive to the needs of individual children and she works hard to put things in place that will help them settle quickly and easily. For example, she knows that some children like to be quiet and sit with a particular book when they first arrive so she ensures that this is always ready for them.

Children show high levels of self-esteem appropriate to their age and stage of development because the childminder knows what they are capable of doing and uses praise and encouragement when they need help. Children benefit from attending local toddler groups as the childminder encourages them to make friends with different children and helps them to learn to play with confidence in different environments. The childminder understands the importance of children socialising with a wide circle of other children. She plans play in different places such as toddler groups so that the social skills of the children in her care develop well. Children behave well with the childminder because her expectations are high. She speaks very politely to the children modelling appropriate good manners. Children share toys carefully with each other and the childminder ensures that she has enough resources for everyone, which prevents unnecessary upsets between children.

Children feel comfortable and safe in the childminder's care; they smile and laugh as they play. Toys are clean and appropriate for the children attending. The childminder clears toys away quickly when they are playing with other things to prevent the environment becoming cluttered. She arranges her household furniture to ensure that children have as much room to move around in as possible, which helps to protect them from trips and hazards indoors. The childminder encourages healthy eating by providing healthy snacks, such as fruit and crackers for the children. Children sleep upstairs, away from the main play area and the childminder can hear them easily if they stir. This further protects them as they sleep. Children have daily opportunities for fresh air and exercise and the childminder has appropriate measures, such as car seats and pushchairs, to keep children safe when they are out.

The childminder has good links with the local school and acts as a link between home and school for her school-aged minded children. Existing assessment and reporting records will enable the children in the childminder's care to transfer smoothly to school when they are ready.

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

The childminder is committed to providing a high standard of care for children; she is constantly seeking to improve what she does. She is a member of the Professional Association for Childcare and Early Years and is an active member of her local childminding network. This means that she accesses training regularly and keeps up to

date with new initiatives and ideas. Children benefit from her commendable efforts.

The childminder uses what she knows about how children learn and develop to ensure that she provides the best possible experience for those in her care. She is always thinking about what she can do to support the children she looks after more effectively and uses her professional contacts well to encourage children to make good progress. Regular and thorough observations and assessments of the children help the childminder to monitor development against expectations. The childminder is aware of the statutory requirements to complete the progress check for children between the ages of two and three years and has documentation in place and ready to use. The childminder is confident about seeking help and advice for any children about whom she has a concern.

Good relationships with parents mean that the childminder speaks openly and knowledgably to them about the progress that children are making. The childminder works alongside parents, talking to them on a daily basis both verbally and through individual diaries. She listens to their thoughts and ideas and considers them when planning activities to support children. As a result, all parents feel very happy that they know what the childminder is working on with their child, and why. The childminder keeps parents up to date not only about their own child but also about the places she takes them to, the local facilities on offer and local events that she thinks might interest them and their children. In this way the parents are fully involved in the life that their child has with their childminder.

The childminder reflects regularly on her own practice and as a result improvements are made that benefit children. For example, she has rearranged the furniture to improve the floor area for babies who walk around holding onto the furniture for support. She proactively seeks out the opinions of parents and other childminders to help her plan activities and experiences, which enhances the learning for children in her care. The childminder readily takes on ideas and is enthusiastic about finding ways that motivate and challenge children this means that children are excited and eager to learn.

The childminder has a thorough and in-depth understanding of her responsibilities regarding child protection. She is confident in carrying out her role which means that she protects children in her care very well. All statutory requirements of the Early Years Foundation Stage are met; all policies and procedures are in place which helps to keep children safe. The childminder carries out comprehensive risk assessments for every trip that she takes the child on and these show her responsible attitude to safeguarding.

The childminder supports children well who are already at school as she ensures that she shares information between home and school effectively. She does not currently care for any children who attend other early years settings. However, systems are already in place that would enable effective information sharing between settings. The childminder encourages the children in her care to be confident learners and, on the whole, she nurtures their emerging independence. This prepares them well for a smooth transition to the next stage of their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462748
Local authority	East Sussex
Inspection number	919744
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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