

Inspection date	11/12/2013
Previous inspection date	11/03/2010

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

- The childminder has created a good learning environment where children can be independent, active learners.
- Children benefit from the close attention and strong bonds that the two childminders are able to provide.
- The childminder has strong teaching skills and, as a result, children make good progress in their learning and development.
- Parents are well-informed of their child's care and learning, and benefit from a strong partnership.

It is not yet outstanding because

- On occasions, the childminder does not fully support children's critical thinking, affecting their ability to solve problems for themselves.

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 children at play in the childminder's home and garden.
- The inspector examined a range of documentation.
- The inspector discussed with the childminder how she evaluates her work.
- The inspector met with parents to gather their views.

Inspector

Susan McCourt

Full report

Information about the setting

The childminder was registered in 2004. She lives with her husband and three older children in Littlehampton, West Sussex. Her husband is also a registered childminder and they work together all the time. The whole of the ground floor of the childminder's home is used for childminding and children can sleep in upstairs rooms. There is a secure garden for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She receives funding for the provision of early years education for children aged three and four. There are currently 20 children on roll for both childminders, 11 of whom are in the early years age group.

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 critical and creative thinking skills by allowing children to seek their own solutions to problems they encounter.

Inspection judgements

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

The childminder has a good understanding of how to meet the learning and development requirements. She provides a broad and balanced curriculum which covers all aspects of each area of learning. She has a strong understanding of how children learn and their individual learning styles. This helps her to provide a range of focused adult-led activities, while providing strong support for children's self-initiated play. As a result, children make good progress in their learning and development.

The childminder has good teaching skills. She supports children's developing language skills by playing at their level and talking with them constantly. The childminder sings and signs children's favourite songs with them which encourages them to join in and do the actions, such as for marching songs. She understands children's interests and favourite toys, and engages children in conversation about them. For example, children play with a toy farm and consolidate their learning of animal names and noises. Older children who are beginning to identify significant letters enjoy finding them on an interactive felt board. They can handle the letters and move them around, which gives them a sensory experience of the shape and helps them to make stronger links between sounds and letters. During craft activities, the childminder makes well-judged interventions to help children decide what to do next. For example, when making stained-glass type windows, she shows the child how to hold it up to the light to check for gaps. As a result, children carefully examine how to complete their window and are proud of the result. The childminder supports children's choices in very effective ways. She offers alternatives to

children so that they have a choice of activity and judges their level of engagement accurately so that they can become absorbed in play without interruption. In this way, children build their attention spans and learn that their choices are of value. The childminder plans a varied routine with regular visits to local groups and amenities such as parks, woods and the beach. This builds children's understanding of the world as they explore different environments and effectively strengthens their social skills.

The childminder works with parents from the first settling visits to establish children's starting points. From this foundation, the childminder makes regular observations of children's achievements and plans activities which she knows will engage and stretch them. She works with her co-minder to review children's progress every three months and establish their next steps. These reviews are shared with parents so that they can add their comments and views. The childminder also works with parents to establish when to carry out the progress check at age two and skilfully notes children's achievements in the prime areas of learning. The childminder tracks children's learning against their expected levels of development so that she can judge progress and identify any achievement gaps. She also monitors the observations to ensure she is covering all aspects of each area of learning. The learning journals show that children make good progress given their starting points and capabilities, which means they are well-prepared for the next stage of their learning.

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

The childminder works closely with her co-minder to provide a very effective key person system. Children are free to go to whichever adult they prefer and this can change over time, so children are continually able to seek comfort or care and form close bonds of their own choosing. The childminder knows all children very well and knows their care routines and personality in great detail. This means she is very able to meet all children's individual needs. As a result, children are very well settled and confident to leave their parents. Children see their photographs of displays of their work on the childminder's wall and have space for their own belongings. This gives them a great sense of being in a home-from-home setting. The childminder has created a very child-centred learning environment. The dedicated playroom has a wide range of equipment and resources which are thoughtfully stored at child height. This gives children independence and choice as they can self-select what they want to play with. The walls also have an interactive felt board and chalk board at child height, and numerous posters, flags and pictures which create a stimulating and attractive place to play. The garden has been specifically designed to support children's year-round play as it has artificial grass, a play-house and easily accessible equipment. This means that active learners have year round opportunities to access the whole curriculum outdoors.

Children have good opportunities to learn about healthy lifestyles. Parents provide the majority of the food for snacks and meals and the childminder is careful to make sure that children eat savoury items first. The childminder gives parents ideas and support on how to provide healthy lunch boxes and also works closely with parents on weaning and feeding strategies. Children develop good personal care skills and manage their shoes and

coats with increasing skill. The childminder works with parents on the timing and routine for potty training which helps children to gain independence in their personal hygiene. The childminder gives children lots of opportunities to develop their physical skills. Children enjoy playing on the climbing frame, ride-on toys and bouncy castle. They develop good coordination skills as they kick, throw and catch rugby and footballs. Children also make good progress with their small muscle development through manipulating small objects in play, such as glue sticks, chalk and paint. The childminder works closely with her co-minder to support children who are taking risks to learn new skills. For example, she can work with one child on using a new climbing frame while the co-minder is with the other children.

Children are well-behaved. They have lots of choice and independence and play alongside each other very well. Young children learn to cooperate by taking turns and sharing resources, such as kicking a ball to each other, or waiting for their friend to finish with a ride-on toy. Children are happy to take responsibility in routines such as tidy-up time and putting away toys before getting other equipment out. They enjoy having a go at new skills and ask for help if they encounter a problem. However, the childminder sometimes imposes a solution rather than supporting children to work things out for themselves. Children demonstrate mature skills in group activities and have confidence to express their views and ideas. This means that overall children are acquiring the skills they need for the next stage in their learning.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. She has a written safeguarding policy which outlines her responsibilities and duties with regard to child protection. She shares her procedures with parents so that they are aware of the action she would take if she had concerns about the welfare of a child. The childminder has a rigorous system for planning her work to ensure that she meets the childminding ratios at all times. She works closely with her co-minder to make sure that when transporting children, for example on school runs, the ratios are consistently met. The co-minders communicate continually to make sure they are meeting the needs of the individual children and taking good care of children's welfare. The childminder has a level three qualification in childcare and is very experienced. She frequently reflects on her practice and discusses areas for improvement with her co-minder. They focus on improving the resources and equipment to meet children's learning needs and provide interest and increasing challenge. For example, they bought a computer with a child-friendly keyboard. They also identify courses and undertake internet research to gather ideas to enhance their provision. The childminders take into account the views of children and parents when evaluating their work and demonstrate a strong commitment to making improvements which have a direct impact on children's learning and development.

Parents receive a great deal of information about their child's time with the childminder. The childminder maintains daily diaries which detail aspects of children's care such as what they have eaten and played. Parents also have a helpful parent pack which gives lots

of information about how the childminders work and meet children's needs. Parents comment on the high quality of care that the childminders provide and appreciate the impact the childminders have on their child's development. For example, one questionnaire includes the response 'my child has thrived in your care'. The childminder has built strong relationships with the local schools and day care settings. She shares information on children's development and learning with the group day care settings that children attend. She also communicates effectively with schools to ensure that children have consistent care and that parents are kept informed of the child's day. The childminder is experienced at working with other professionals to support children's individual needs, and understands how this contributes to children's well-being.

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	EY275238
Local authority	West Sussex
Inspection number	847188
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	11/03/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

