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| Inspection date | 26/11/2013 |
| Previous inspection date | 11/03/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 is caring, kind and friendly. This helps children feel at home and happy as they are secure.
- The childminder teaches and interacts well with children and actively promotes their learning through play. As a result, children make good progress in their learning.
- The childminder extends children's learning experiences and awareness of the wider world through a wide variety of fun and interesting outings.
- The childminder forms effective links with other settings. They work well together and provide consistency and continuity in children's care and learning.

It is not yet outstanding because

- Although the childminder has a varied range of stimulating resources, there are fewer make believe play figures and toys to help support children's creative 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 indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from a summary of the childminder's questionnaires and letters.
- The inspector looked at the childminder's self-evaluation form, local authority reports and action plans.
- The inspector discussed childcare practices with the childminder.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 1993. She lives with her adult son in Brighton, East Sussex near to schools, parks and shops. They live in a three-storey house. The whole of the basement and a ground floor toilet are used for childminding. There is no suitable outdoor area so the childminder takes children to local parks on a daily basis. There are steep steps leading down to the basement front door. The childminder has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding 10 children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local carer and toddler groups on a regular basis. She has a recognised childcare qualification at level 3.

What the setting needs to do to improve further

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

- increase resources that support children's developing imaginary play.

Inspection judgements

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

The childminder has good procedures for settling children in quickly. She works closely with parents and encourages them to share what they know about their children's interests and abilities. The childminder uses the information effectively, to help children settle and establish their starting points. As a result, children show a strong sense of belonging when they arrive at the childminder's home. The childminder has good observation and assessment systems that enable her to see if children are achieving as expected. She successfully identifies learning priorities for each child and narrows any gaps in their learning, by providing tailored support to help them progress. The childminder plans and provides activities that meet children's learning needs and cover all areas of learning. As children play with challenging toys, the childminder takes opportunities to teach and encourage them. For example, she competently helps children develop good mathematical skills. They confidently count pictures and learn to recognise the numbers on display. The childminder makes good use of books to develop children's literacy and communication skills. Children show they are confident speakers as they respond to the childminder's gentle questioning. They point to the pictures and ask the childminder questions, wanting to know where different characters are. They recognise familiar letters and therefore progress in their early literacy skills. The childminder encourages children's movement and sense of rhythm. For example, children enjoy dancing and singing along to the nursery rhyme CD she uses with them. The childminder

uses the resources well to promote and extend children's individual learning. However, there are fewer small play figures for children to expand their imagination and recreate different stories and scenarios.

The childminder keeps parents well informed about their children's progress. There is a good two-way sharing of helpful information with the use of daily diaries, formal assessments and verbal discussion. The childminder consistently shares the learning records and her termly summary of children's progress across all areas of learning with parents. She informs parents of the learning priorities she has identified for individual children. This gives parents the opportunity to consolidate children's learning at home. The childminder makes effective use of parental observations and ideas to inform her planning. For example, she makes sure she reflects children's current interests at home in her activities. This helps motivate and engage children in purposeful play that holds their interest.

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

The childminder creates a homely environment for children. She is caring, supportive and actively promotes children's emotional well-being. As a result, children form strong emotional attachments with her. They like to sit on her knee to look at books. Children enjoy playing with her as well as playing independently. They show good levels of confidence and a strong sense of security as they approach other adults. Children show curiosity and interest in their world. The childminder extends this interest by taking children on exciting outings to places such as a toy museum and a sea life centre. She also provides activities where children develop a good awareness of the need to value diversity. The childminder successfully prepares children for moving on to schools and other settings.

Children explore and investigate freely and engage others in their play. The childminder helps them develop good social skills and manages their behaviour appropriately. As a result, children behave well and willingly share resources. The childminder provides a suitable and sufficient range of safe, clean and stimulating resources. She also increases the range of resources by making use of a toy library.

The childminder makes the main play area welcoming and interesting. She displays children's work and this helps build children's self-esteem. The childminder also has a wall display of photographs of children taking part in activities. Children spend a long time looking at the photographs and get excited when they find pictures of their friends. The childminder uses this display as an aid for promoting children's communication skills as they talk together about what they see.

The childminder promotes children's health well. Children enjoy daily exercise and active play in local parks as the childminder's garden is not safe for them to use. The childminder helps them develop good physical skills and coordination. She also uses these outings effectively to help children develop a sound awareness of how to stay safe.

The childminder encourages parents to bring healthy meals for their children. The childminder models good eating habits and plans activities that help children learn what is good to eat. For example, children help make fresh fruit salads. They adopt good personal hygiene routines such as washing their hands before cooking activities. The childminder carries out appropriate hygiene practices such as regularly cleaning the toys and play equipment. She also removes any broken toys and this helps to keep children safe.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and meets them successfully. She maintains all the required documentation that helps support children's safety and welfare. The childminder has recently completed safeguarding training. As a result, she has an up to date knowledge of how to identify and report any possible child protection concerns. The childminder maintains a secure home and makes sure that other adults do not have unsupervised access to children. She carries out daily safety checks and risk assessments that help promote children's safety.

The childminder effectively reviews and evaluates her childcare practices and the educational programme. She makes good use of her assessments to identify whether children are enjoying and achieving as a result of being in her care. The childminder actively seeks the views of children and parents. She considers their views when planning activities and improving the safety of her provision. The childminder works effectively with parents to meet children's welfare needs. She also works very effectively with other settings to promote children's well-being and education. There is a good two-way sharing of relevant information about children's individual needs and achievements. The childminder obtains plenty of useful information about themes and activities that the other settings are planning. She then extends children's learning by planning further activities linked to what they are learning at the other setting.

The childminder shows a strong commitment to the continuous development of her practices, knowledge and skills. She has recently completed a childcare qualification and attended other short courses. She has also had good input from local support workers. Their visits have helped her reflect on her practices and produce well-focused action plans. As a result, she has made considerable improvements to her provision, which benefits children. For example, she has created a display area for children's work and included mirrors on the wall for young children to explore.

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

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| Unique reference number | 130985 |
| Local authority | Brighton & Hove |
| Inspection number | 937382 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Name of provider | |
| Date of previous inspection | 11/03/2009 |
| 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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