

<b>Inspection date</b>	16/10/2013
Previous inspection date	15/05/2009

<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**

- The childminder has extensive knowledge of individual children's interests, which she uses to offer a range of experiences and activities that provide challenge and interest across the seven areas of learning.
- The childminder sensitively joins in with children's play, fitting in with their ideas and interests. She confidently extends children's vocabulary through discussion, which helps them build on their language skills.
- Effective observation, planning and assessment procedures are in place, which ensure children's individual learning needs are well met.
- The childminder develops successful partnerships with parents so they share a good understanding of children's needs. Parents are well informed about children's learning through the regular sharing of development information.

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

- Written print in the form of names and labels is less evident in the learning environment to extend children's early reading 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 young children involved in various learning and development activities within the childminder's home, including play and meal times.
- The inspector took account of the views of parents provided through questionnaires and thank you cards.
- The inspector examined a sample of policies and records; including evidence of suitability, training, qualifications and children's learning journals.

## Inspector

Shan Jones

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her two adult children in Littlehampton, West Sussex close to shops, parks, beach, schools and public transport links. The downstairs dining room and conservatory are used for childminding. There is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools. The family has four cats. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has four children on roll, all of whom are in the early years age range. She holds an early years childcare qualification to level 3.

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

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

- help children to increase their literacy skills and recognition of words in the learning environment by providing signs, notices and labels.

## 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 the Statutory Framework for the Early Years Foundation Stage. She interacts positively with children and provides a wide range of activities which take into consideration their individual needs and interests. She gathers information about children's starting points through discussion with parents and initial observations. The childminder has fully implemented the progress check for two-year-old children and clearly identifies children's strengths and any areas for development. These are combined with ongoing observations which are linked to the areas of learning. This helps her to plan activities based on children's individual next steps in learning. The childminder keeps parents informed of their children's activities and progress via an online confidential site.

The childminder's home is very welcoming for young children. The play area is set up with brightly coloured toys and resources that children can independently choose. Children make good progress in the development of their communication and language skills. The childminder encourages children by talking and responding to them during play sessions. They are encouraged to name pictures and objects and the childminder repeats these back to them. She clearly pronounces these to help them hear how the words should sound. Children make use of a good range of books. Apart from this though, there are few other word labels on show, for example by labelling of toys, to help them recognise

familiar words.

Children thoroughly enjoy art and craft activities, using a range of materials to develop their imagination. They have great fun as they have opportunities to create crowns using the leaves they collected on a nature walk. Children gain an understanding of their local community as they go on regular visits to toddler groups, the park and to the shops. Children discuss aspects of their community as they play with cars on a large road map and talk about areas familiar to them such as the park and train station. Children participate in activities and daily play opportunities that promote their physical development at all levels. For example, their balance and coordination are developed as they use large play equipment in her garden and at the park. They also practise finer skills as they learn to hold pencils correctly and build with small construction pieces.

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

Children have clearly developed strong attachments with the childminder, are happy and settled during the time they spend with her. They smile and seek reassurance from her and she is responsive to their needs; responding calmly and caringly to them. New children settle easily into the setting because the childminder has good procedures to find out their preferences and routines. She recognises the benefits of finding ways to develop effective relationships with parents. She reassures children as she talks to them about home and explains what is going to happen next, for instance when it is approaching the time to get ready to collect their other children from school.

The childminder successfully helps children prepare for the next stage in their learning. She encourages their independence in managing tasks for themselves, whether this is washing their hands, potty training or tidying up. She identifies areas where children are less confident and liaises with parents so they can work together. For example, to encourage young children with their talking and listening skills. The childminder understands the importance of providing regular opportunities for young children to socialise with their peers through attending regular toddler groups. The childminder's ongoing explanations and good role modelling mean that children learn to manage their behaviour. She encourages them to share the resources, to work together and also to begin to take responsibility for their actions. For example, before moving on to play with different toys, children help tidy away the ones they have just been playing with. Children quickly develop secure attachments with the childminder. They show that they thoroughly enjoy her company as they naturally include her in their play and discussions.

Children make use of a good range of resources in the childminder's home. The childminder rotates resources so that children have a wide variety of experiences. Children's safety is given priority as the childminder ensures that her premises are secure. Daily checks of the premises mean children play in a safe and clean environment. The childminder helps children develop their understanding of how to be safe. For example, they practise the fire drill so that they know what to do in an emergency. In addition, clear guidance on outings ensures that children learn about road safety. The childminder promotes children's good health well. She encourages parents to provide healthy lunch

boxes and helps children to develop good hygiene habits. The childminder follows good hygiene routines herself and makes sure her home is clean, safe and secure. Children enjoy a healthy lifestyle with the childminder. They enjoy plenty of fresh air when playing outdoors daily. Moves to other settings are well organised due to the childminder visiting the local school with children before they begin full-time education. This is an opportunity for children to become familiar with the new surroundings and helps to ease the transition process.

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

The childminder fully understands local safeguarding policies and procedures. She has a thorough knowledge and effective procedures in place to enable her to identify and respond to possible signs and to manage any concerns. This ensures children are protected in the setting. All adults in the home have undergone vetting procedures, which ensures their suitability to be in the presence of children. The premises are well maintained and secure. The childminder carries out comprehensive risk assessments of the environment, outings and the activities that she provides for children. She undertakes a daily check ensuring the safety of children on the premises, both indoor and outdoor.

The childminder implements a range of procedures to ensure that her practice remains up to date. This includes, working with her local childminding network, reading information on the internet and gathering feedback from parents through questionnaires. Her systems for evaluating her current practice are developing and as a result targets for future improvement are beginning to be prioritised. She has a good understanding of the importance of professional development and has studied for and completed a National Vocational Level 3 qualification in Childcare. She continues to develop her knowledge and practice through professional reading and attending appropriate training. For example, recent courses include data protection and health and safety. There are links with local schools and nursery schools and development workers. This ensures that children are fully supported and no child is disadvantaged. Any gaps in their progress are narrowed. The childminder monitors her planning and allows flexibility in planned activities, in order to engage children in learning as their natural interests change and develop. Overall, the childminder creates a 'home from home' setting where children are stimulated and cared for in a welcoming environment.

### **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

<b>Unique reference number</b>	114353
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	919574
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/05/2009
<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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