

Inspection date	08/01/2014
Previous inspection date	20/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 good learning resources for children to develop their communication, language and literacy skills; this provides an interesting and stimulating environment for children.
- The childminder has a robust method of tracking children's learning, which she uses well to challenge and extend their thinking.
- The childminder forms good relationships with children and this results in children being secure and confident.

It is not yet outstanding because

- The childminder does not always successfully plan for and extend opportunities to challenge children's mathematical understanding.
- There are fewer resources that reflect the different cultures of all the children attending, and raise their awareness of the diverse world they live in.

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 viewed a selection of policy documents.
- The inspector took into account the views of parents.
- The inspector observed activities and children at play.
- The inspector spoke to the childminder at appropriate times throughout the inspection.

Inspector

Rachel Southern

Full report

Information about the setting

The childminder registered in 2010 and lives with her husband and two school age children. They live in Worthing, in West Sussex and are close to shops, parks and transportation links. The whole of the ground floor of the house and the upstairs bathroom are available for childminding. There is an enclosed rear garden for outdoor play. The family has two cats. The childminder is currently minding seven early years age children. She also offers care to children aged over five up to 11 years. She collects and takes children to the local school. 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:

- extend the programme for mathematics so that children have more opportunities to consider and learn about shape, size, weight and height
- develop resources which represent diversity, and reflect the cultures of all the children attending the setting.

Inspection judgements

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

The childminder plans educational programmes for children well, which means activities have depth and breadth across all seven areas of learning. She provides stimulating experiences for children that meet their individual needs. Consequently, children are eager and excited to play. The childminder has attended several short training courses to develop a secure understanding of how to promote the learning of young children. As a result, her practice is consistently good in this area.

The childminder has high expectations of the children in her care. Completing regular observations, she is able to make accurate assessments of children's skills, further progressing their learning and closing any gaps. She uses clear tracking documents, which helps her plan for individual children's precise needs and interests. This means she is easily able to track the children's development and address any additional needs where necessary.

Children make good progress in their learning, especially in the prime areas of learning, which helps to ensure they have the key skills needed for the next steps in their learning, including school where appropriate. The childminder takes children to a singing group

each week. This helps to promote their language and vocabulary in a fun environment as they learn to socialise with others. The childminder provides good opportunities for children to socialise, attending toddler group and childminding network meet-ups, where they can play together and develop new friendships. Children confidently talk and share their thoughts, ideas and experiences after school. This is due to the emotionally supportive environment the childminder provides for them. The childminder does not successfully plan for and extend opportunities to challenge children's mathematical understanding, so they learn about shape, size and measure through interesting and fun activities.

The provision for literacy is very good. The childminder provides activities, such as library visits and reading groups for older children so that they learn about and enjoy books, story telling and reading. She uses small picture books with pop up flaps, and touch and feel pages for babies and younger children, encouraging them to look at the pictures and turn the pages. This provides them with an opportunity to experience books and reading, and learn that print carries meaning.

Parents contribute to initial assessments of their children's starting points on entry. The childminder keeps parents well informed about their children's progress each day. The use of a home contact book helps parents to keep the childminder up to date with learning at home, and the childminder is able to inform parents of events and themes at her setting. She has informative and friendly relationships with families, which promote beneficial contact, and as a result, children develop in all areas of learning both at home and at with the childminder.

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

Children have secure attachments with the childminder. Babies and younger children receive lots of cuddles and feel cosy with the childminder. She holds them close, talking to them gently, offering positive distractions when needed to help them settle. This provides a warm and reassuring environment for babies. As a result, they develop strong bonds and feel secure.

The childminder promotes children's well-being and independence well. For example, when crossing the road or on visits to local amenities, the childminder uses 'Golden Rules', which help children to better understand road safety and expectations. This provides children with an opportunity to consider their own behaviour and develop their independence, and as a result, their confidence grows. The childminder has a good understanding of safety. Since her last inspection, she has taken steps to improve her awareness of safety and risk, for example, she now completes thorough risk assessments. She has adapted practices to ensure her home is more secure. As a result, children are free to explore the environment safely.

The childminder provides healthy foods and snacks for children, such as fresh fruit at snack time. She encourages the younger children to taste and touch new fruits, extending their experiences with food. As a result, children are confident to try new foods and learn

how to eat healthily.

The childminder has a stimulating and welcoming environment, both indoors and outside in the garden. The range of experiences, such as playing in the sandpit, or sharing books in the book corner helps children's growing social and emotional development, where they learn skills, such as cooperation and consideration for others. The childminder has few resources that successfully raise children's awareness and understanding of diversity and the world in which they live, or that reflect the cultural backgrounds of all the children she cares for.

The childminder prepares children well for transitions, such as going to school or nursery. She talks to them about new environments and collaborates with other childminders. This helps children to become familiar with the change, and secure in their new surroundings.

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

The childminder monitors her educational programme well. She provides a good range of experiences to help children progress to the next stage of their learning. For example, her learning journals for each child allows her to track and plan for their individual needs and interests, and adapt her activities, outings and experiences accordingly. As a result, children progress well and any gaps in their learning close quickly.

The childminder has a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are strong and well embedded. The childminder attends additional safeguarding training, and adapts and updates her written safeguarding policies to reflect changes and good practice. She has clear child protection procedures to follow, which helps her to protect children from harm.

The childminder carefully monitors her practice, taking into account the views of children and parents into her self-evaluation process. She monitors her performance well, gaining advice and guidance from professional childminding support groups and the local family centre. This allows her to identify strengths and weaknesses, and adapt her practices to make continuous improvements, especially to children's safety. The childminder has attended a significant amount of training since her last inspection, which she applies to her practice well.

The childminder works closely with other settings and schools that children attend, meaning there is a strong united contribution to meeting children's needs. For example, the childminder regularly meets with another early years provider to exchange care and learning practices to help children progress well. This positive partnership means the childminder is able to promote children's individual learning needs, care and wellbeing consistently.

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	EY420360
Local authority	West Sussex
Inspection number	816524
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	20/04/2011
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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