

Inspection date

14/01/2014

Previous inspection date

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

1

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 warm and friendly interactions between the childminder and children help them to form secure attachments and children really enjoy their time at the childminder's home.
- Children's speaking skills are developing well. The childminder introduces new words and asks open-ended questions to extend children's thinking skills.
- The childminder ensures that children are safe within her home and on outings through the use of effective risk assessments and secure knowledge of how to safeguard children.
- Children learn about healthy lifestyles through the many opportunities to play outside in the fresh air and through growing vegetables in the garden which the childminder uses in her home-cooked food.

It is not yet outstanding because

- The childminder does not always have sufficiently detailed information to determine children's levels of learning and development when starting at the setting and does not invite parents to contribute to their children's records.
- There is scope to improve how parents and children's views are used as part of the monitoring and self-evaluation process to drive forward improvement.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector took account of the written views of parents given to her on the inspection day.
- The inspector looked at a selection of children's assessment records, policies and procedures.

Inspector

Helen Edwards

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner in Uckfield, East Sussex. The downstairs area of her home is used for childminding and there is a fully enclosed garden for outdoor play. The childminder holds a National Vocational Qualification at level 3 in Early Years Care and Education. She has two dogs who are kept in a separate part of the property. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently four children on roll, all of whom are in the early years age group. The childminder collects children from local schools and operates all year round from 8am to 6.30pm. The childminder supports children with special educational needs and/or disabilities and children learning English as an additional language.

What the setting needs to do to improve further

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

- increase information gathered to create on entry assessments of children's learning, and include parents' contributions to their children's learning and development records.
- develop the self-evaluation process to include the views of children and parents, in order to drive forward further improvement.

Inspection judgements

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

Children make good progress as the childminder understands well how children learn. She uses purposeful and developmentally appropriate resources to enable her to provide a good level of challenge. The childminder knows the children well and she makes sure her activity planning is guided by their preferred activities. For example, children who love to climb are supported by using the soft climbing equipment or ball pool.

The childminder gives high regard to children's independence and follows their lead in play, encouraging them to make their own choices. She teaches the children through positive interactions, talking to them about what they are doing, and introducing new vocabulary such as 'racing car' and 'snack time'. The childminder asks sensitive open-ended questions to help develop children's thinking skills, giving them plenty of time to respond.

The childminder completes learning journeys for the children, documenting the activities

they have taken part in and assessing their learning. She shares ongoing information with parents about children's development, but on entry assessments are not sufficiently detailed in order to determine fully children's initial learning needs. The childminder shares the children's learning journeys with parents, but parents do not contribute to them themselves with further helpful information about their children's learning at home.

Children investigate the wide range of resources, playing with toys that encourage them to count, sort and classify, for example the stacking rings or the small world farm animals. They manipulate shapes when completing puzzles or creating a 3-dimensional structure with the various construction kits. The childminder shares books with the children, reading to them and encouraging them to explore the 'feely' books or to point out objects in the illustrations.

A strength of the provision is the childminder's focus on outdoor play. Children enjoy playing in the enclosed garden, growing vegetables and looking after the chickens, and exploring in the wider fields. Children benefit from a separate arts and crafts room which is well-stocked with materials to create a wide variety of artwork. They enjoy painting and collage work, and exploring the properties of play dough and foam.

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

The childminder's extensive understanding of the children's individual needs and the warmth of her interactions result in children feeling thoroughly safe and secure. Her excellent knowledge of each individual child enables her to interpret their gestures and sounds quickly so children are confident in trying to communicate with her. Children are confident and show high levels of self-control during activities.

The childminder takes time during the settling in process to get to know the children well and ensures she is well prepared and able to fully meet their care needs. Routines are followed to support the babies and children at home, in consultation with parents. The childminder completes a daily communication book that gives parents information about food and drink consumed, nappy-changing and sleep times, in addition to a summary of their child's day.

The childminder takes good care to ensure children are able to easily access and choose from an exceptionally well-presented range of play and learning resources. Baskets of toys at floor level and low shelving offer children many opportunities to develop independence and to express their preferences. Children benefit from lots of playing outside in the fresh air, and the opportunity to explore nature. The childminder helps the children to grow vegetables in the garden which she uses in her home-cooked meals. She is an excellent role model, enabling children to understand how to stay safe; for example she talks to them about the wood burning stove and how to stay safe around hot objects.

The childminder works very closely with other settings that her minded children also attend. She helps them to settle in by accompanying them to their new setting and helping them get used to their new surroundings. Parents are very appreciative of this

because children are emotionally well prepared for the next stages of their learning.

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

The childminder demonstrates a very good understanding of the requirements of the Early Years Foundation Stage. Although she has only been registered for a relatively short time, she has successfully developed a comprehensive set of policies that ensure she maintains children's safety and provides a high quality learning environment. The childminder is well organised and is fully aware of her safeguarding responsibilities. There is a clear and robust safeguarding policy which outlines the procedures to take in the event of a safeguarding concern.

The childminder monitors the educational programme effectively to ensure that all children make good progress. Where children need additional support, the childminder quickly identifies their needs and plans specific activities and resources to support their learning. The childminder acknowledges the importance of building close partnerships with parents. Although she does not ask them to contribute to children's records themselves, she shares information regularly with parents about children's learning and development, and she plans personalised learning programmes for children based on their preferred learning styles and interests. As a result, children make good progress in all areas of learning.

The childminder reflects on the provision she offers and identifies areas for improvement which she records. Although she has excellent relationships with both parents and children and understands their wishes and needs, she does not formally take their views into account when making plans for future development. The childminder works closely with other early years providers to ensure continuity of care for the children they share. Parents very much appreciate the effort she makes in supporting children to settle at new settings when they move onto nursery or school. Parents speak very highly of the childminder, stating that 'We were quite blown away with Apple Tree and the facilities provided', and 'We liked the outside area and the links to the countryside. The children get outdoors and experience nature'. Parents are particularly pleased with how the childminder relates to children with ease and say that 'Apple Tree Nursery is in the perfect location and is run by the perfect childminder'.

The Childcare Register

The requirements for the compulsory 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	EY464527
Local authority	East Sussex
Inspection number	926971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
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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