

Inspection date

Previous inspection date

17/01/2014

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 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 provides a broad range of interesting activities for the children that challenge them at appropriate levels so they make good progress.
- The childminder identifies and attends suitable training to extend her skills and knowledge further, so she constantly improves her practice and the achievements of all children in her care.
- The childminder has many systems in place to share information with parents so they have very good relationships and are all involved in children's learning.

It is not yet outstanding because

- There are fewer opportunities for children to use numbers in daily routines and activities.

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 in the lounge and kitchen.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including children's records, policies and suitability checks.

Inspector

Jill Steer

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in Littlehampton, West Sussex, close to shops, parks, schools and public transport links. The whole of the childminder's home is available for childminding, with one upstairs bedroom for sleeping and play. There is a garden for outdoor play. The childminder has two pet guinea pigs and some fish. The childminder is currently minding six children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and pre-school and attends several local groups on a regular basis.

What the setting needs to do to improve further

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

- improve the programme for mathematical development further by using numbers as part of daily activities, such as by counting.

Inspection judgements

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

The childminder engages children well as she provides fun and interesting activities for them. For example, she tips ice cubes into a large, foil roasting tray for children to examine. They taste them, scoop them into a plastic jug and rattle it. They find it makes an interesting sound that makes them smile, which the childminder quickly picks up on, and shakes the foil tray so it makes a lot of noise. This makes children smile even more and they copy the childminder. The childminder knows when to join in children's play to encourage and support them, and she also knows when to hold back and let them work things out for themselves. For example, when children are trying to fit cars into the garage and only some will fit through a space, or need to turn a particular way. The childminder lets them try for a while, watching them try different ways. She quickly intervenes with advice and support when they begin to get frustrated so they are able to achieve. The childminder speaks to children constantly; she describes what they are doing, introducing new language, including mathematical terms. She names the shapes of the pieces children are fitting onto the shape sorter puzzle, and uses terms such as 'more', 'behind' and 'on top'. The childminder does not always use opportunities to use numbers for counting, such as when building with the ice cubes, placing the puzzle pieces in, or putting on socks at nappy changing time. The childminder reads books and sings to children so they learn that books are interesting. They go out every day so children can be active and develop their physical skills further, especially those who like to be active.

When children first start with the childminder, she finds out all she can about them,

including what they can already do and what they like to do from parents. She has detailed discussions with their parents who fill in 'individual needs' forms. The childminder observes the children while they are settling in. If they attend another setting, she finds out what they like doing there. She uses all this information to plan activities for each individual child so they have a suitable level of challenge to help them learn and progress. The childminder re-assesses children's progress every half term so her planning continues to suit each child's learning stage. This contributes to the two-year progress check, which the childminder will complete for all children after their second birthday. The childminder plans for children around the 'characteristics of effective learning' of the Early Years Foundation Stage framework. This means she encourages them to explore and make many choices about what they do. She has high expectations for children to achieve, and involves their parents at all stages in their learning. For example, by sharing children's learning journals and regularly asking them about what they are doing at home. This close partnership helps to support the children's progress.

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

The childminder spends a lot of time getting to know each child well. They visit her for many settling-in sessions with their parents. Children therefore settle well, and demonstrate their trust for her as they show great affection by hugging her. Children gain reassurance from looking at their photographs of 'people who are special and important to me' at any time. Children feel very safe with the childminder, who checks her home and makes it safe at all times. She removes any hazards so children are free to explore safely and confidently. Children make independent choices from the resource containers that the childminder has labelled with pictures and text of what is inside. Even toddlers can take what they want; emptying out books until they find the one they want to look at. Children behave well and the childminder is a good role model as she is calm and gentle. She quickly re-directs children from things they should not do, such as throwing toys, so they focus on something positive and everyone remains safe. The childminder keeps children well occupied, which reduces incidents and altercations as they focus and engage in their play. She gives clear explanations to even the youngest children, so they learn about what might happen, for example, if they do throw things.

The childminder makes sure children go outside every day; they walk everywhere and play in her garden so they get lots of fresh air and exercise. If they are unable to go to the park for climbing and jumping play, the childminder takes them to a local group to play on the bouncy castle or climb on the apparatus there. Children therefore learn to enjoy being active as part of their daily lives very early on. The childminder provides fresh, healthy foods and drinks every day. She talks to the children about foods that are healthy, and offers drinks, such as water and milk. The childminder considers children's individual diets when she serves food, adapting menus to ensure all children eat appropriate food for their dietary needs. The childminder keeps children safe at all times. She completes regular risk assessments of her home and garden, as well as the outings they go on. Her advice helps children learn about keeping themselves safe. and means they can explore her home and activities confidently. She has many notices and displays of children's work in her home so it is welcoming and children feel valued. The childminder makes sure children can be

independent in her home and can do things for themselves, which helps prepare them to start school. They learn to dress themselves, and recognise and write their names, and talk about what it is like to go to school each day.

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

The childminder takes children's safety very seriously. She completes full risk assessments of her home and garden, and conducts a daily check each morning before children arrive so she can address any possible hazards. The childminder has attended child protection training, and has a clear understanding of how to identify signs that children may be at risk of harm. She has a safeguarding file of information that includes how and when to make a referral so that she can protect children's welfare.

The childminder's written policies are all shared with parents so they know how she manages her practice, and what they can expect from her. She shares good quality information with them through discussion each day, written daily diaries, text messaging and emails so they know exactly what their children are doing. The childminder values the partnerships with parents and spends time to develop trusting relationships with them that mean the children are well cared for. The parents speak highly of the childminder and comment in their questionnaire responses that they trust her, love the daily diary and value the communication, as they always know what their children are doing. The childminder asks for this information as part of her evaluation of her own practice. She reflects on how she is developing her service to see what she is doing well and what she needs to do to further improve. This helps her to identify further training courses to attend. The childminder is keen to offer a consistently high quality of care for children. She completes training that enhances her understanding of how children learn, and the effect of her provision on what children learn. This helps her to monitor the effectiveness of the educational programmes she provides. The childminder has good links with other settings children attend so they can further support children's progress. They share information as a partnership network with the parents, to fully support children to make good progress in their learning, development and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY463481
Local authority	West Sussex
Inspection number	924270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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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