

Inspection date

Previous inspection date

29/01/2014

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 has a secure understanding of how children learn and provides rich, imaginative experiences that motivate children to learn and make their own choices and decisions.
- The childminder uses effective strategies to support children's communication and language skills. As a result children, particularly those with English as an additional language, are developing well.
- The childminder provides lots of first hand experiences outside the home. This effectively supports children's understanding of the natural environment and wider world.
- The childminder and her assistant take time to provide clear guidance on what is acceptable behaviour. This helps children develop a good understanding of how to manage their behaviour.

It is not yet outstanding because

- The childminder does not encourage all parents to share information about their children's learning at home. This limits the consistency, between home and the childminder's provision, in some children's learning.
- The childminder does not always encourage older children to develop self-care skills, and an understanding of the importance of taking regular drinks, by enabling them to help themselves to drinks.

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 children indoors.
- The inspector sampled a range of documentation, including medication and accident records and the childminder's safeguarding and complaints policies and procedures.
- The inspector held ongoing discussions with the childminder throughout the inspection, including regarding safeguarding issues.
- The inspector sought older children's views as far as possible.
- The inspector gathered parents' written views.

Inspector

Jacqueline Walter

Full report

Information about the setting

The childminder was registered in 2013. She lives with her husband, who is her assistant, and her child. The family live in Angmering in West Sussex close to shops, parks and transport links. The childminder uses the ground floor and a bathroom, toilet and bedroom on the first floor for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She has three children in the early years age range on roll. She also offers care to children aged over five years to 11 years. The childminder supports children who are learning to speak English as a second language.

What the setting needs to do to improve further

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

- encourage further children's independence in self-care skills by supporting them to help themselves to drinks and by explaining the importance of drinking regularly.
- strengthen the links with parents, so that information on children's learning is shared regularly by all to support children's learning fully.

Inspection judgements

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

The childminder and her assistant promote children's learning very well. They work at the children's level, joining in with their play and taking care to promote their confidence. For example, the adults provide the children with models and books of volcanoes, for the children to look at and discuss, to encourage them to make marks or draw pictures. As a result children are motivated into developing their skills in literacy and understanding of world. The childminder encourages children to develop their communication skills effectively. She uses meaningful questions with older children, which encourages them to think. With younger children, particularly those who are learning English as an additional language, she uses sign language effectively. This successfully encourages the children to associate actions with words and begin to communicate. The childminder introduces new words and repeats them slowly and correctly. This supports children's listening skills, extends the children's vocabulary and helps them to link words to their meaning.

There are effective methods in place to encourage children to develop in all areas of learning. For example, the assistant and childminder use mathematical language, such as

'big', 'small' and 'triangle', when creating playdough volcanoes with the children. This helps children to develop an understanding of shape and measure. Younger children join in with actions and sign language during number rhymes enthusiastically. This helps them develop an understanding of numbers as well as effectively supports their communication and physical development.

The childminder provides rich, imaginative experiences that capture children's interests and hold their attention as they learn through play. Children develop a very good understanding of the wider world around them. They engage in exciting, imaginative role-play experiences. For example, they enthusiastically act out the effects of a volcano erupting and find a safe place to stay, using a dining table as an imaginary cave. Activities such as these effectively support their developing imagination as well as their physical development. Children also have good opportunities to develop their understanding of the natural world. They enjoy lots of first hand experiences. For example, they visit a local nature reserve regularly, go for walks along a beach and visit nearby lakes where they can feed the ducks. Children are self-motivated in choosing their activities and they move around freely as they play. For example, younger children enjoy exploring the environment independently and enjoy looking at and turning the pages of the book they select.

The childminder and her assistant demonstrate they have a secure understanding of how to support children's learning and development. They know how to help children to acquire the skills they will need for their next stages in learning. The childminder has good systems in place to identify children's starting points. She asks parents to complete documents about their child's development, likes, interests and abilities. The childminder completes snapshot observations within the first two weeks of children's attendance. This means that the childminder and her assistant have a clear understanding of the children's achievements. The childminder continues to observe and monitor the children's achievements and identifies their next steps in learning regularly. This information then informs the planning and provision of activities to meet children's individual needs. The childminder has an effective system to monitor the children's progress across all the areas of learning. For example, she links the observations to the ages and stages of children's development. This means that she effectively identifies and addresses gaps in children's learning so that they make progress towards the early learning goals.

The childminder's system to encourage parents to support and extend their children's learning at home is good overall. For example, she shares suggestions on the daily observation form about activities parents can do with their children at home. However, although she discusses the children's progress with parents, some parents do not contribute information about children's learning at home on a regular basis. This limits the consistency, between home and the childminder's provision, in some children's learning.

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

The childminder and her assistant implement an effective key person system. They invite parents to help settle the children in, which in turn allows them to gather information to

effectively meet the children's needs. Children demonstrate security, a good sense of belonging and positive relationships with all adults and other children in the setting. They are happy and generally display good confidence and self-esteem. For example, they independently engage with activities and inform adults of their wants and needs.

Children are developing the characteristics of good learners as they receive lots of praise and encouragement from the childminder and her assistant, who are positive role models. The childminder uses good strategies to manage children's behaviour. For example, she takes time to clearly explain to the children why behaviour is inappropriate and the consequences it has on others. She then discusses and provides alternative solutions. As a result, children are developing their understanding of working cooperatively with others and learning how to play safely.

The learning environment within the childminder's home is child-friendly and well-resourced. This helps children to consolidate and extend their learning. Resources are effectively organised to encourage children's independence and decision making skills. Resources reflect and meet the needs of all ages and abilities of children. For example, toys and resources are attractively placed on low level shelving around the childminder's home. Older children can also access additional resources from a designated 'learning room' on the first floor.

The childminder promotes children's good health and safety. Children learn about keeping themselves safe through discussing and practising road safety procedures with the childminder when on outings. The childminder provides healthy and nutritious snacks and meals for children. The children learn about the importance of good personal hygiene practices through following everyday routines, such as washing their hands before eating their food. They also wash and discuss the fruit and vegetables as they help to unpack an organic vegetable box, which is delivered regularly. This helps them to effectively develop their understanding of a healthy lifestyle. Younger children are also learning the importance of wiping their noses, actively contributing to this by blowing their noses as requested. Children are active. They enjoy playing in the garden and enjoy daily outings. They gain confidence and skills using the variety of resources in the garden, such as a trampoline, scooters, climbing equipment and swings. These experiences help the children develop an understanding of the importance of exercise.

The childminder has yet to be activity involved in supporting children in the move to school. However, she demonstrates an appropriate understanding of helping children feel confident and positive about changes. For example, she discusses the children's visits to school with parents. These visits enable the teachers and the children to meet each other. In addition to this, she discusses implementing additional activities to support the children's confidence, for instance, visiting other settings such as soft play groups and group clubs at the local family centre. Strategies such as these help children to move on successfully.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She observes children well so that she understands the progress they make and their next steps. She plans an interesting range of activities that are delivered effectively to the children. This helps all children to move successfully towards the early learning goals.

The childminder safeguards children's welfare well. She meets all the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, the required ratios regarding adults and children are met and children are kept within the sight and hearing of the childminder, or the assistant, at all times. The childminder has appropriate systems in place to help to ensure children are safe. For example, safety gates are fitted throughout the childminder's home to ensure children are supervised in all areas. She has also welcomed the local fire authority into her home to complete safety checks on all areas. This means she effectively minimises risks to help children stay safe.

The childminder is fully aware of the possible signs that may indicate concerns about a child's welfare and of the reporting procedures to follow to protect the children in her care. The childminder makes sure that any assistants working with her are suitable. She also ensures they understand how to keep children safe and meet their needs, in line with her policies and procedures.

The childminder successfully reviews her practice and seeks the views of parents to help her identify areas of strength and potential areas for improvement. For example, she has improved children's opportunities to develop literacy skills by providing additional equipment such as favourite story books. In addition to this, she has identified how she can further promote children's learning. For example, she is currently implementing additional documentation for parents to complete, which is more effective in clearly identifying children's starting points. The childminder has also attended a lot of additional training and successfully implemented learning from this to improve children's outcomes. For example, she has purchased additional Montessori equipment that includes stacking blocks and now encourages the younger children to engage in number rhymes. This successfully improves children's mathematical understanding and development.

Parents comment very positively about the care their children receive, particularly liking the stimulating resources and activities available to children. They are also pleased that their children have formed friendships and interact well with the childminder, her assistant and her own children. This practice promotes positive partnership working that benefits the children's care and early education.

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	EY463111
Local authority	West Sussex
Inspection number	926555
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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