

<b>Inspection date</b>	30/01/2014
Previous inspection date	23/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 offers the children a warm caring home where children feel comfortable, which is conducive to their all round development.
- The childminder offer the children a broad range of experiences and activities that promotes their learning in all areas of learning.
- The childminder's understanding of the individual child's learning needs results in children making good progress in their learning.
- The positive relationship with parents supports continuity of care and keeps parents informed of their child's ongoing learning.

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

- Parents and children are not encouraged to contribute to the evaluation of the setting.
- Parents are not provided with information about their right to make a complaint.

## 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 the interaction of the minded children with the childminder and her family.
- The inspector observed the children undertaking a range of activities.
- The inspector sampled the observations and assessments made on the children.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband and her three children in Bognor Regis, West Sussex. The whole ground floor of the childminder's house is used for childminding, with toilet and sleeping facilities in this area. There is a fully enclosed garden for outside play. There are currently nine children on roll, five of whom are in the early years age group. The childminder is a Network Childminder and she receives free education funding for two, three and four year old children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. The family has no pets.

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

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

- further develop the processes of self-evaluation to encourage informed discussion with parents and children to help identify the setting's strengths and priorities for development
- increase the information given to parents so that they are fully aware of how they may make a complaint.

## Inspection judgements

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

Children settle quickly with this experienced childminder who understands their learning and care needs well. She offers the children a range of worthwhile activities and experiences which contribute to them making good progress in their learning. The childminder undertakes observations on the children and uses her findings, alongside information gained from parents to identify and plan for children's next steps in learning. The childminder successfully links these into their play. This promotes children's learning effectively.

Children select for themselves what they would like to play with. The childminder sits with the children, engaging them in worthwhile conversations that contribute to extending or consolidating their knowledge. For example, when children play with small world resources, the childminder encourages them to think about where they are going on the train or bus and how much it costs. This successfully incorporates mathematical language and encourages their thinking skills.

Children choose to maintain their focus while they play with puzzles that are appropriate to their stage of development. They discuss the fruit and vegetables on the board and link them to previous experiences the children have had and healthy eating. The childminder uses her teaching skills particularly well when reading stories. She gives them time to recognise different features on the page and encourages them to link colours in the picture to objects in the room.

Children have many experiences to develop their sensory and imaginative skills. They act out situations they know. They make cakes from play dough and have parties with the other children and their dolls. The childminder's practice is inclusive. She enables children to learn about similarities and difference through activities and resources. For example, they colour and glue to create lanterns to represent Chinese New Year, as the childminder talks to them about the year of the horse.

Children make rapid progress in their speaking skills. The positive interaction of the childminder, who also uses songs and sign language to communicate, results in children being confident to try new words. They consolidate and extend their language as they join in with the activities with the support of the childminder, as she models the correct pronunciation of the new words. These activities and the positive input from the childminder help prepare children for their next stage in learning.

There are positive relationships with parents which include daily two-way discussions. This results in parents being fully aware of the experiences their children are having and sharing ideas of how to extend their child's learning at home.

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

The childminder's caring and nurturing nature results in children feeling welcomed and valued in the home. Children's confidence is fostered through the calm interaction of the childminder. She is a good role model, talking to them calmly, praising their achievements and building on their self-esteem. This is reflected in the happy responses of the children who are curious and eager to learn.

Children's behaviour is good; they learn about turn taking and sharing through activities they enjoy together. The childminder has appropriate behaviour management strategies in place, depending on the understanding of the individual child. The childminder supervises children appropriately and they learn about their own safety through day to day interactions and conversations with her. For example, holding on to the pushchairs when going for walks and how to handle tools properly while using them in their play.

The childminder has a good understanding of how to keep children safe and is knowledgeable about the procedures to follow if she had a concern about a child. She ensures her home is safe and uses for example stair gates to prevent children accessing areas that may not be safe for them. The childminder risk assesses any environment the children may use to identify any hazards and minimise them, including any outings. She keeps children safe from unvetted adults and ensures all adults in the household have

completed appropriate suitability checks.

Children are being introduced to healthy lifestyles. Each day they access fresh air during walks to the local school, often visiting different parks or playing in the garden. The childminder is aware of children's dietary requirements. They clearly know the routine of washing their hands before sitting down to eat. When providing snacks, she ensures they are healthy and often link to the activity they are involved in. Today for example, they have grapes and Chinese crackers which they eat with relish. Parents provide their children's lunch; they all sit together making it a social occasion.

The environment is welcoming with photographs of the children displayed, giving children a sense of belonging. Children access many good quality resources that are displayed to encourage even the youngest children to help themselves. The childminder enhances the selection through her positive interaction and her skills in making resources, such as sensory bottles. All of which supports children to be emotionally prepared for their next stage in learning.

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

The childminder's good knowledge of the learning and development and welfare requirements ensures that the children's overall well-being and learning are successfully promoted. She has an accurate understanding of where each child is in relation to the early learning goals. She undertakes regular monitoring of the children and assesses their achievements. This enables her to plan activities that reflect the interests of the individual child and offer activities that continually support their progress as they learn through their play.

The childminder evaluates her practice using information gained from the local authority to identify how to progress her practice. However, so far the parents and children have not been involved in the process to help identify further improvements that they might like to see. The childminder continues to develop her knowledge and skills by attending courses and she liaises with other childminders to share good practice.

Parents are given good quality information about her practice and they have regular discussions about the children the experiences they have with her. The positive relationships she has with them offer children continuity of care and education. Parents can access her policies and procedures; however, they are not made aware of how to make a complaint if they had a concern about her practice. The childminder exchanges relevant information about children who attend other early years providers. This enables them to work together and offer children continuity in their learning.

### **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

<b>Unique reference number</b>	EY397506
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	952102
<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>	7
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/11/2010
<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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