

Inspection date

Previous inspection date

12/02/2014

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

- Children thrive in an environment where their positive behaviour is consistently praised, enabling them to play harmoniously together.
- The childminder provides a caring and reassuring environment, which helps children to feel safe and secure.
- The childminder establishes good two-way communication with parents to ensure that they are fully informed about their children's learning and care routines.
- The childminder clearly understands children's individual needs, and effectively plans activities to support their learning and specific interests.

It is not yet outstanding because

- Opportunities for younger children to explore a variety of natural objects are not fully utilised, to enhance their growing curiosity.
- The childminder misses some opportunities to fully support children's use of books, for example by creating inviting areas to encourage them to make independent selections.

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 looked at the childminder's paperwork, which included children's records, policies and procedures.
- The inspector observed activities in the playroom.
- The inspector spoke with the childminder at appropriate times during the inspection.

Inspector

Teresa Elkington

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and two young children in a residential area in Crawley, West Sussex. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age group. She also offers care to school-aged children. The childminder walks and drives to local schools to drop off and collect children. She holds a level 3 childcare qualification.

What the setting needs to do to improve further

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

- review the organisation of books, to encourage children to make their own selections
- develop the use of natural objects during play, to support further opportunities for younger children to explore the environment and make discoveries.

Inspection judgements

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

Children make good progress in their learning and development, enabling them to build upon their skills for the future. The childminder creates a safe and enriching environment, which supports children in becoming independent learners. She has clear systems in place to help her assess children's starting points, alongside the information that she seeks from parents prior to children's attendance. The childminder monitors and assesses children's development effectively. She clearly identifies their interests and preferences, along with progress made and how she intends to support children as they move towards their next developmental stage. The childminder talks to parents about the children's time in her care, keeps them well informed of their learning through daily dairies, and provides access to their individualised progress records. She compiles reports that include helpful information on children's learning, including their progress in the prime areas of learning such as communication and language development. Consequently, she is very well prepared for completing the progress checks for two-year-olds when required.

Children benefit from the caring relationships that they have developed with the childminder. They enjoy her company and play alongside her, benefitting from her positive interaction. For example, the childminder readily engages with younger children as they

develop their interest in playing with balls. She encourages children to roll them back and forth to her, to create a sense of excitement. Children spend sustained periods in their chosen play activities, showing that they are enthusiastic in following their own interests. For example, they enjoy giving cuddles to dolls and placing them in prams during their imaginative play, which allows them to act out real life scenarios.

Children enjoy expressing themselves creatively through the playing of musical instruments. They show delight as they respond with gestures and babbling when musical sounds play in response to them pushing buttons, and jig along happily to the music. Younger children enjoy exploring a range of age-appropriate resources to arouse their curiosity. However, they do not always have opportunities during everyday experiences to explore natural materials with different textures, to further support them in making discoveries. Children's early introduction to making marks and developing their use of small tools is supported well through the activities that the childminder provides. Children watch in wonder as she draws around their hands and then invites them to colour them, in readiness for the Valentine's Day cards they are making. Children enjoy trying out a new skill as they attempt to draw around their hands independently, which the childminder praises in response to their efforts.

The childminder promotes children's early mathematical awareness as she spontaneously counts along with children, for example when they get ready to propel the cars across the floor, releasing them on the count of three. This supports their understanding of order and the use of number. It also encourages children to use their developing vocabulary skills as they attempt to say the numbers aloud. Children have access to a range of books, and younger ones use interactive books to encourage their concentration and participation. However, the organisation of books does not fully encourage children to use them independently.

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

The childminder demonstrates a positive approach towards inclusion. She works in partnership with parents to meet the individual needs of the children. The childminder shows a comprehensive understanding of each child's unique needs, which she clearly records on their information records. Children access a range of age-appropriate resources to promote their early awareness of diversity. Overall resources are organised to enable children to develop their independence and make informed choices as to what they wish to play with.

Children benefit from the positive and caring interactions of the childminder; this enables them to feel safe and secure. For example, younger children respond with smiles to cuddles from the childminder, which help them to settle. Co-operative play is fully encouraged as children receive consistent praise for their consideration to one another, for example as they learn to share their toys and take turns. This enables them to build upon their developing social skills and encourages their understanding of good behaviour expectations. The childminder offers gentle reminders in support of children's developing awareness of their own safety. For example, she reminds children to take care as they

gain their balance, so that they do not fall over and hurt themselves.

Children have a good variety of opportunities to develop their physical skills. They enjoy play times in the garden and at nearby parks, where they have access to a range of physical play equipment. In addition, children take part in physical play as they attend child-based activities away from the home. They enjoy activities that encourage their interest in being outside, for example as they feed the ducks and accompany the childminder on walks to the local school. Children's dietary needs are fully recognised and met, in consultation with parents. The childminder supports children's eating routines and encourages good eating habits. For example, ongoing discussions with parents support the introduction of weaning programmes. In addition, the childminder supports children in their development of early self-help skills, by introducing the use of cutlery alongside finger foods.

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

The childminder shows a clear and thorough understanding of the learning, development and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. She understands her responsibility to help protect children in her care and she carefully supervises them. She has a secure knowledge of child protection procedures and the action she needs to take if she has any concerns about a child in her care. The childminder also has a written safeguarding statement, which she shares with parents to inform them of her role. She completes daily visual checks of her home and written risk assessments for regular outings and places visited. These factors help to ensure that children remain safe while in the childminder's care. Since registration, the childminder has developed her portfolio, to include her policies and procedures. Parents have access to these, so that they are aware of the operation of her setting.

The childminder targets improvements well. For example, she monitors how children access resources and considers ways in which this can be improved upon. The parents share their views through verbal feedback, which the childminder uses to influence the quality of the provision. The childminder has a good awareness of the training programmes that are available to her through her local authority. She highlights that she is keen to access these in support of her continuous professional development.

The childminder develops and maintains a professional relationship with parents. They readily access a wide variety of information and complete appropriate records regarding their child. The childminder displays relevant information for parents, enabling them to view registration details. On a daily basis, the childminder shares details of the children's day, verbally and with a diary. This provides detailed feedback of children's routines and achievements, helping to ensure consistency in their care and learning. Although the childminder is not currently caring for any children who attend other early years settings, she has systems in place to work in partnership with others, where the need arises.

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	EY460218
Local authority	West Sussex
Inspection number	928507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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