

Inspection date

Previous inspection date

13/02/2014

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

- The childminder helps children's language development as she speaks to them continuously.
- 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 keeps children safe through ongoing risk assessments both at home and on outings.

It is not yet outstanding because

- There is little text for children to see other than in books, including in languages children speak in addition to English.

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 during the inspection.
- The inspector sampled a range of documentation including children's records and policies.

Inspector

Jill Steer

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three school aged children in the Maidenbower area of Crawley, West Sussex. She is located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a garden for outdoor play. She has a cat and some guinea pigs as pets.

The childminder is currently minding two 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 schools 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:

- expand opportunities for children to see a wide range of text in their environment such as through labels and signs.

Inspection judgements

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

The childminder provides fun activities for each child that she knows they enjoy. She gets to know what children can do and like to do through discussions with their parents. The childminder observes the children and records their activities and achievements so she can track their learning and progress effectively. She plans activities that provide some challenge for them so they continue to make good progress. For example, when children enjoy sitting in a box they had taken all the toys out of, the childminder provides more containers for them to enjoy putting things in to see what fits. The childminder covers all areas of learning in her planning for children so they enjoy a wide range of experiences. She understands that the youngest children have short attention spans and continually adapts and changes what they are doing so children are happily occupied. For example, they shine coloured torches in the dark to watch the patterns they can make on the walls and ceiling. The childminder then turns on a bubble machine to add interest and when children stand and watch the bubbles gently falling, the childminder encourages them to reach out and touch the bubbles and pop some. She introduces language all the time and counts routinely so children are familiar with numbers and some of the youngest children count well as a result.

The childminder easily picks up cues from children about what they want such as when they sit on her lap and move back and forth. She immediately holds their hands and sings

'row, row, row your boat,' making them smile as she understood them. The childminder readily reads stories, sometimes using the puppet within the book, for added interest and to make reading more fun. However, the childminder has few examples of text for children to see other than in books, especially for those who speak more than one language. The childminder takes children out to parks, local groups and libraries, so they meet other children and extend the learning opportunities in their local community. The childminder exchanges information regularly with parents about how the children are progressing at home and in her care so they complement each other and support the children's learning consistently. The records the childminder keeps of children's progress help her to track how well they are developing across all areas of learning and she has systems in place to assess them when they are two years old. This enables her to identify any areas they are achieving less well or are exceeding expectations in, so she can arrange early intervention for additional support so all children achieve well in their learning and development.

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

The childminder takes children out every day, regardless of the weather, so they benefit from fresh air and exercise as they always walk. They visit the local park to feed the ducks and the local soft play group to be energetic and develop their physical skills. Children therefore accept early on that exercise is part of a healthy lifestyle. The childminder provides food for some children and makes sure it is all healthy and suits their individual dietary needs. She makes nutritious soups for lunches on chilly, wet days and children help shop for the ingredients. They chop up the ingredients to help make the soup so they know what is in it and encourage them to eat what they have made. The childminder has a good selection of resources in storage containers that children can help themselves to, so developing their independence.

The childminder keeps the children safe as she is constantly alert to risks and hazards. For example, if the 'lollypop lady' is not in one road when they walk to school, the childminder knows to walk home another route, where there is a school crossing patrol to see them safely across the road. The childminder takes time to help children settle in her care so they trust her and feel safe with her. They show affection for each other such as snuggling up together to play, demonstrating the good relationship they have made. The childminder manages children's behaviour well. She uses positive language and strategies that make children feel good about themselves and behave. Older children help compile house rules that they think are fair and reasonable so they take responsibility for their actions and comply. The childminder supervises and plays with the children so they are happily occupied at all times and disputes are few. The childminder has helpful procedures to help children prepare for the day they start school. She makes sure they can manage their personal care needs independently such as putting on coats and shoes and recognising their names. She encourages them to sing songs and rhymes so they become used to singing as part of group activities.

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

The childminder takes time to develop good partnerships with parents. They discuss the children every day so they both know what the children have been doing and provide continuity of care. The childminder exchanges information with parents using text messaging for instant updates such as if children have settled and with photos to show exactly what they have been doing. She shows parents the children's development records and monitors their learning and development progress. The childminder trained as a teacher in Poland so understands how to inspire children to learn. She has reflected on her progress as a new childminder and identified further training she would like to complete to enhance her knowledge and improve her good practice. The childminder asks the parents to contribute their comments about her through completing a questionnaire. They are happy with her care and that their children are settled and safe. The childminder values their feedback and incorporates their ideas such as going to more local groups for the children to socialise more.

The childminder has a written safeguarding policy that details the action she will take to protect children from harm. She has a clear understanding of the signs that children may be at risk and plans to complete further training so she is aware of the latest guidance. The childminder keeps a record of visitors to her home and supervises children at all times so they are safe. She has practised getting out of her home in an emergency as part of her risk assessments to keep children safe in her care. The childminder understands well, her responsibility to meet the requirements for children's welfare, learning and development so they all make good developmental progress in all areas of learning.

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	EY459733
Local authority	West Sussex
Inspection number	922935
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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