

## Inspection date

Previous inspection date

19/02/2014

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

- Effective assessment allows the childminder to identify children's abilities and competently plan for their future learning.
- The childminder promotes children's language well, engaging them in conversations and teaching, helping to develop their vocabulary.
- Children are confident and develop good social skills because the childminder encourages them to express themselves and values their views.
- Parents appreciate the effective arrangements in place to keep them informed about their children's good progress.
- The childminder effectively reflects on her practices, accurately identifying the strengths of her service and areas for improvement.

### It is not yet outstanding because

- Arrangements to communicate with other early years providers involved in caring for children are not always fully effective.
- Children tend to select toys for games such as imaginative play and construction more independently than the equipment for writing and drawing.

## 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 viewed all areas of the property used by children.
- The inspector spoke with the childminder, a parent and children during the inspection.
- The inspector observed the interaction of the childminder and children during a selection of activities.
- The inspector viewed a selection of documents including children's progress records and questionnaires completed by parents.

## Inspector

Liz Caluori

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and three children in Bexhill-on-Sea, East Sussex. Childminding generally takes place on the ground floor although toilet facilities are on the first floor and one first floor bedroom is used for children to sleep.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of who are in the early years age range. The childminder holds a National Vocational Qualification at level 3 in Children's Care Learning and Development. She is able to deliver and collect children from local schools and nurseries. The family have a pet dog.

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

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

- extend the arrangements to work in partnership with other early years providers to more effectively share relevant information about the learning and welfare of children.
- review the presentation resources to encourage children to more independently explore the full range of toys and materials available to them

### Inspection judgements

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

The childminder provides children with an interesting range of activities, which help them to make good progress in all areas. She undertakes sensitive observations of children as they play and uses these to accurately assess their interests and abilities. The childminder has a good understanding of the way in which children learn. She successfully plans activities that they enjoy and which offer an appropriate level of challenge. The childminder includes parents well in their children's learning. She regularly produces written records which summarise the progress each child has made. She builds on this by speaking to parents to discuss the ways in which they can work together to promote the child's future learning. The childminder has appropriate systems to complete the required progress checks for children aged two years. However, she does not have effective arrangements to work alongside other practitioners to complete these checks, where a child also attends another setting.

The childminder promotes children's communication and language well. She engages very

young children in activities to help them develop the skills to support their speech. For example, she instigates a game to blow into a cardboard tube and make noises. She understands that this helps to strengthen the muscles around children's mouths as well as encouraging them to have fun making sounds. The childminder speaks to children as they play, naming objects and describing what is happening and what is going to happen. She engages in lively discussions with older children and listens well to the things they say. This helps them to develop good conversational skills.

The childminder recognises the importance of ensuring that children have very regular opportunities to exercise and to play outside. They are able to use her garden each day and she also regularly takes them to parks and soft play centres to promote their physical development. Indoors children enjoy dancing and show good coordination as they move in time to music. Children choose to take part in some activities, such as imaginative play with figures, more frequently than they choose to practise their writing or drawing. However, the childminder uses some good strategies to encourage them to develop these skills including providing special pens to draw on windows. Activities such as discussing animals and exploring trays of mud help children to learn about the natural world. They also thoroughly enjoy listening to stories read by the childminder. They understand that print carries meaning and have their favourite books and characters.

Appropriate arrangements are in place to support children with special educational needs and/or disabilities. In addition, the childminder has effective strategies to work with children who speak English as an additional language.

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

Children are settled and happy in the childminder's care. They show a strong sense of belonging as they respond to the warm, caring interaction of the childminder and her family. Children share jokes with the childminder and frequently approach her for a cuddle. The childminder teaches them how to share and take turns and responds calmly when they get frustrated. As a result, children behave well and are developing very good social skills. Activities such as using climbing equipment help children to begin to assess risks. In addition, the childminder teaches them skills to help keep themselves and others safe. For example, she teaches safe road crossing skills and reminds older children to make sure small items are not left out when younger children are present.

Hygiene standards within the childminder's home are very good. Nappy changing arrangements are appropriate and children know to wash their hands before eating. Children bring in their own food from home but the childminder has a selection of fruit to offer as additional snacks if necessary. Drinks are constantly available for children to reach themselves.

Children play with a good range of resources although the organisation of these is not fully effective. The childminder encourages children to explore the toys independently and they confidently select many of these including the play figures and electronic toys. The childminder also provides household objects such as pegs and curtain rings to encourage

younger children to learn through exploration. However, there is no clear area for children to select and use writing and drawing materials. As a result, they tend not to choose these during their freely chosen play.

The childminder works well with parents to help prepare children get ready for their move to school. In addition to promoting their learning, she ensures that they are able to complete tasks such as putting on their coat and shoes independently. She finds out what school they will be attending and speaks to them positively about school life.

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

The childminder maintains all required policies and written records. She fully recognises her responsibility to promote children's learning and development and does this very well. She successfully monitors the quality of her educational programmes. She also effectively uses self-evaluation to identify her strengths and areas for further development. She encourages parents to contribute to this process to ensure that improvements reflect the needs of the children and their families.

Strong partnership working with parents helps children to settle and helps to ensure that the childminder is aware of their changing needs. Parents praise the childminder in their written responses to questionnaires. Their comments include, 'we feel very informed and enjoy receiving the daily feedback forms,' and 'we are completely happy in all areas.' More importantly the children are happy and look forward to their time in childcare.' The childminder recognises the importance of communicating with other early years providers where care of children is shared. However, she has not been fully successful in this. She speaks to other providers about children's general wellbeing but not specifically about their learning and development. This means that assessments and future planning are not coordinated between the two provisions.

Robust systems are in place to protect children. The childminder has clear policies outlining the process to follow should concerns arise about the welfare of any child. She also understands the required action to respond to any allegations against herself or anyone working or living in her home. The childminder conducts regular risk assessments of her home, activities and outings to identify and address any potential hazards.

### **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>	EY463758
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	932609
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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