

Inspection date	04/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder actively promotes children's independence.
- The childminder is caring, friendly and supportive, and this results in children forming strong emotional attachments with her.
- Children enjoy interesting and stimulating outings where they learn about the natural world.

It is not yet good because

- The childminder does not plan sufficiently well to promote children's awareness of technology.
- The childminder does not make a wide selection of different types of books easily available to children to develop their literacy skills.
- The childminder is not making fully effective use of assessments and observations to support her planning for individual children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities outdoors, on an outing and indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled the planning and assessment records.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2013. She has a childcare qualification at level 3. The childminder regularly works with an assistant and another childminder. She lives with her school age child in a cottage in the grounds of a college in Forest Row, East Sussex. The whole of the ground floor of the property is available for childminding. There are steps leading to the bathroom. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently minding five children in the early years age range. She follows the Steiner Waldorf approach to care and education.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for understanding the world by providing opportunities for children to explore and use varied forms of technology
- develop the educational programme for literacy by giving children access to a wider range of reading materials.

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

- develop more effective systems for observing and assessing individual children in order to support the planning of further challenging learning experiences.

Inspection judgements

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

The childminder has sound procedures for helping new children settle in and establishing their starting points. She carries out home visits and this helps her to get to know parents and children well. The childminder gains some helpful information from parents about their children's interests and abilities. This enables her to give children the support they need to help them settle. The childminder keeps parents appropriately informed about their children's achievements and involves them in the learning process. She encourages them to continue to keep her up to date and share what they know about their children's development.

The childminder carries out some informal observation and assessment. In general, she knows how to promote children's learning and narrow any gaps. The childminder provides

activities with sufficient challenge for children to develop further. However, the formal observation and assessment process does not fully support the childminder in accurately tracking children's progress. This makes it less easy for her to identify any gaps in children's learning and highlight learning priorities for individual children. The childminder also focuses less well on planning for some aspects of learning. Her educational programme for understanding the world is weaker with regards to technology. She does not provide sufficient opportunities for children to select and use different forms of technology. She also does not make a good range of books available at all times for children to develop their reading skills. However, children do enjoy story telling and rhymes with the childminder.

The childminder interacts appropriately with children as they play and explore. She encourages them to initiate their own play, work things out for themselves and to think critically. As a result, children make satisfactory progress in their learning and development. The childminder listens to children and values their contributions. She responds to them and extends their thinking as she shares her experiences and thoughts. This helps children become confident speakers who happily talk about their own experiences. The childminder uses unfamiliar words that children soon pick up and use themselves. Children show an interest in the world around them and confidently ask questions of adults. The childminder uses everyday opportunities to count with children and talk about shapes and colours. This helps promote children's developing mathematical skills. In general, children develop the skills they need to move on to their next stage of learning.

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

The childminder forms strong emotional bonds with children. This is evident with new children who stay close to her for comfort and reassurance. The childminder fosters children's well-being and sense of belonging. As a result, children show good levels of self-confidence and independence. They enjoy the learning experiences and become active learners who are keen to join in. Children readily take on tasks and responsibilities, such as pushing the trolley to their picnic area and handing out the kitchen roll. The childminder is a good role model and actively promotes children's self-esteem. She thanks children for helping, and praises and encourages them. Children are good at sharing and taking turns. For example, they patiently wait for their turn on the rope swing. Children play well together and the childminder reinforces this positively by encouraging them all to join in with activities, such as hide and seek. The childminder handles any disputes calmly, sensitively and well. As a result, children develop a good understanding of what is acceptable behaviour. They talk together with the childminder about having 'hands for work and play' and not for hurting others.

The childminder actively promotes children's awareness of safety. She sets clear boundaries that help children learn what is safe. For example, she fastens ribbons on tree branches to indicate to children how far they can climb safely. The childminder supports children well as they take on challenges and learn to manage risks outdoors. They have fun safely climbing the trees and learning what they can do with their bodies. Children

develop a good understanding of how to stay safe indoors as they practise emergency evacuation.

The childminder effectively promotes children's health. She helps them develop a clear awareness of what is good to eat. Children enjoy healthy meals and have easy access to drinks. They grow vegetables and herbs to use in the home-cooked meals they help to prepare. When they visit the farm, children buy fresh produce to eat. Children adopt good personal hygiene practices as they wash their hands before eating. They show the childminder their 'squeaky clean hands'. Children enjoy plenty of fresh air and exercise. They have fun in the college grounds as well as in the childminder's garden. Children also have opportunities to use the play equipment at the farm. This results in children developing good physical skills, control and coordination.

The childminder makes good use of her home, garden, college grounds and the wider community to extend children's learning experiences. She creates inviting spaces in her garden for children to investigate and explore. For example, there is a mud kitchen and a rope climbing area. Children benefit from the interesting and fun outings the childminder provides for them on a weekly basis. Overall, the childminder has a good range of natural resources and play equipment for children to use indoors. This includes a variety of resources that are 'open-ended', that enable children to develop their own play and ideas of how they want to use the equipment.

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

The childminder has sufficient understanding of the safeguarding and welfare requirements. She maintains all the required documentation and this helps ensure the smooth running of her childcare provision. The records also enable her to work closely with parents to promote children's welfare. The childminder takes suitable action to identify and minimise hazards to children in the home and outdoors. This includes doing visual safety checks. The childminder has a sound understanding of safeguarding procedures. She is aware of what to do if she has a child protection concern. The childminder supervises children closely and this helps them stay safe.

The childminder has slightly less understanding of how to follow Steiner Waldorf methods and still meet the learning and development requirements of the Early Years Foundation Stage. As a result, she is not fully promoting some aspects within all the areas of learning. The childminder is taking some steps to evaluate her activities to help make sure children continue to achieve. She focuses appropriately on reviewing on how well activities meet children's needs. The childminder shares ideas with her co-childminder and assistant. They have identified some areas for development. For example, the childminder is considering ways in which she can involve the college students in sharing their skills with children, such as weaving.

The childminder shows she has the capacity to maintain improvement to her childcare provision. She attends further courses to improve her skills and knowledge. She shares

what she learns with parents in order to help support the whole family. She is keen to develop her skills in supporting children with special educational needs and/or disabilities. The childminder has suitable procedures for supporting children with additional needs. She provides an inclusive environment that supports all children to achieve in relation to their starting points. The childminder links with agencies as needed so they work together to support children. She provides suitable support to children who learn English as an additional language. The childminder promotes their English appropriately through activities, such as singing and rhymes.

The childminder forms sound partnerships with parents. They have access to her policies and procedures. The childminder keeps them appropriately informed about general events and activities through regular newsletters. She also holds regular parent meetings to discuss children's progress and well-being with them. This helps to promote consistency of care and learning for individual children.

The Childcare Register

The requirements for the compulsory 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	EY461417
Local authority	East Sussex
Inspection number	932441
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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