

Inspection date

03/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy and settled with the childminder. They show strong levels of attachment and interact very well with her.
- The childminder has an excellent understanding of how children learn. She supports all children to make excellent progress through child-initiated and structured activities.
- Young children are developing excellent communication and language skills because the childminder provides very good levels of interaction. She talks to children about what is happening, introduces new words and shows a keen interest in what they say.
- The childminder has a very professional and dedicated approach which means that she is extremely well organised and efficient in fulfilling her responsibilities to all families and children. She has a very good understanding of how to promote the health and safety of the children in her care.
- The childminder's quality of teaching is outstanding and significantly impacts on children's learning. This includes her comprehensive knowledge of the way children learn, first-class interaction and outstanding observation, assessment and planning arrangements.

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 sitting and dining rooms and learning and interactions between the childminder and children.
- The inspector toured the whole of the ground floor, which is used for childminding.
The inspector sampled a range of documentation, which covered the learning and development requirements, including observations, planning and assessments, policies and procedures and risk assessments.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of written feedback from parents.

Inspector

Daphne Brown

Full report

Information about the setting

The childminder registered in 2013. She is registered to work with another childminder at the co-childminder's address in Horsham, West Sussex. All rooms on the ground floor within the co-minder's home are used for childminding purposes. The co-childminder has a medium size pet dog. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a childcare qualification at level 3.

The childminder visits local parks, public gardens, libraries and toddler groups on a regular basis. She takes and collects children from local schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates each weekday all year round, except during family holidays.

What the setting needs to do to improve further

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

- continue to enhance improvement through ongoing professional development so that children continue to receive highly stimulating and challenging learning experiences.

Inspection judgements

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

The childminder has a very secure knowledge of the Early Years Foundation Stage and an excellent understanding of how children learn. Children's learning is significantly enhanced as the activities and experiences they receive are as a result of meticulous, precise and sharply focused observations and assessment. This means play opportunities are highly imaginative, creative and carefully planned to meet children's individual needs. The indoor environment is very well organised to ensure that children can easily access a good range of toys, covering all areas of learning. The childminder monitors children's progress superbly through the completion of regular development summaries and tracking documents. She uses these comprehensively to accurately identify the children's next steps in learning and development. Consequently, the childminder is able to identify and secure any early interventions and additional support children may need.

There are highly successful arrangements for keeping parents informed about, and engaging them in their children's learning, in order to ensure a shared and consistent approach. The childminder undertakes an initial progress report in conjunction with parents, in order to find out what children already know and can do. Children's beautifully illustrated learning journeys include extensive information for parents about the areas of

learning and what these mean in terms of children's development. The childminder shares development summaries, which parents are able to comment on. The daily diary, used as a link between the childminder, parents and other carers, includes further observations about children's achievements and interests and next steps for learning. The childminder asks parents to contribute their own observations to this along with any emerging interests they have noticed. This helps to provide consistency in the children's learning and development and ensures they make excellent progress.

The childminder's quality of teaching is excellent and her outstanding enthusiasm, engagement and motivation of the children undoubtedly reflects in their active and sustained engagement during activities. There is an extremely good balance of child-initiated and adult-led experiences that ensures there is ongoing challenge for children's age and stage of development. Consequently, they make excellent progress in their learning and development towards the early learning goals. For example, children delight in making play dough using various ingredients. The childminder is imaginative as she provides a selection of spices for the children to choose from and add to the play dough mixture to provide a unique sensory experience for them. They show precise physical skills as they use various tools to manipulate the dough, making models of animals and food. The childminder listens perceptively and carefully observes children during the activity, intervening sensitively to skilfully question and extend their learning and critical thinking. For example she uses every opportunity to progress children's learning and understanding by asking them how many chairs and spoons they are going to need as they prepare to make their dough.

Children are eager, enthusiastic and motivated to learn. They learn about the world around them including cultures and festivals, such as Chinese New Year, Christmas and Easter. The childminder teaches them about the story behind Chinese New Year and makes pictures of the animals. The childminder extends the children's interests in animals and plans creative activities to learn about animals from the Arctic and Antarctic. Children are able to explore the physical properties of ice and how they can make its state of matter change.

The childminder models language superbly and constantly talks to children within care routines and as they play. She helps children with sentence structure as she link words to actions, and encourages them to repeat words. Children hear a wide range of vocabulary as the childminder introduces more complex sentences as she plays alongside them as they make play dough and make a farmyard, creating a language rich environment. Children are beginning to understand that print carries meaning as they relax in the book area enjoying stories together. Also, whilst making play dough, the childminder encourages the children to use their fingers and draw letters from their names in the flour.

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

Children are very happy and content and thoroughly enjoy their time with the childminder. She is sensitive and caring and fully supports children in forming strong, secure and emotional attachments. These provide an exceptionally solid foundation on which children

can build their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the broad range of activities and resources on offer. The childminder fully embraces and recognises the individuality of every child, and this ensures they feel respected, valued and promotes a strong sense of self-esteem. Children settle very well into the provision because the childminder finds out about their individual likes, dislikes, interests and care routines from their parents. The childminder also makes links with the local schools to ensure that children are thoroughly supported during the times when they transfer to the next stage in their learning, such as nursery or school.

Children's behaviour is excellent. The childminder helps children to socialise and understand and respect the feelings of others through clear explanations of how to take turns and share. Children demonstrate that they are learning superb social skills as they seek out other children to share experiences and begin to cooperate during their play. The childminder is extremely successful at supporting children's growing understanding of how to keep themselves safe and healthy. She effectively ensures that children make very positive choices about what they eat from an early age. The childminder introduces lots of fruit and vegetables, dairy products and freshly prepared and nutritious meals and snacks. Children's understanding is reinforced further, for example, through the use of healthy eating posters and by being involved in cooking and baking activities. Children have excellent access to daily outdoor play, which positively benefits their physical and emotional well-being and enhances their first-hand learning opportunities and understanding of the world. For example, they visit farms, toddler groups and the library, attend arts and craft sessions and explore various public gardens. During a recent walk children enjoy developing their imagination as a stick becomes 'magic' and can turn people into frogs. They learn about why they wear high visibility jackets on outings and other aspects of safety through everyday activities. The childminder effectively encourages children to manage risks and challenges relative to their age as they negotiate apparatus when they visit the park. This helps them to learn about risk-taking as they move their bodies in different ways and find out about the effects of exercise on their body.

The childminder promotes children's awareness of good hygiene routines through her highly positive role modelling of good practice and the implementation of comprehensive policies and procedures. For example, she uses individual towels for children, is vigilant in helping children wipe their noses and ensure they have their own individual drinking cups to prevent the risk of cross contamination. The childminder has robust policies in place to ensure children's healthy and safety is further promoted as she has current first aid training and clear procedures for recording accidents and administering medication.

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

The childminder is extremely motivated and has exceptionally high aspirations for herself and the children in her care. This unquestionably contributes to the first-class standards in her practice and her pursuit of excellence in all that she does and provides for the children. She has extensive and meticulous record-keeping systems and written policies

and procedures which are undoubtedly implemented to a high standard. This demonstrates her comprehensive understanding of her responsibility to ensure that her provision meets the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Consequently, a superb regard is given to promoting children's well-being and ensuring they take part in a highly-enjoyable early years experience.

Meticulous risk assessments are in place and include daily checklists. These ensure that excellent steps are taken to ensure children's safety outside the home and that a healthy, safe and secure indoor environment is maintained. Consequently, children can move around with ease and explore freely. Wide-ranging safety equipment is in place to support safe practices and the childminder is extremely vigilant in her supervision of the children, to minimise accidents. The childminder has an excellent knowledge of child protection issues as a result of a strong emphasis she places on attending safeguarding training. She has stringent procedures in place for passing on concerns promptly, to keep children safe. All health and safety systems are in place and the childminder has completed training, including first aid, safeguarding and the progress check at age two, to update and enhance her skills and knowledge. Partnerships with parents are exceptionally well established and make a strong contribution to meeting children's needs. The childminder is fully aware of the importance of partnerships with external agencies to ensure appropriate interventions are secured and all children receive the support they need. She has already established links with the schools that she collects children from, and regularly shares information with them to ensure continuity of care and learning for children.

The childminder is a very experienced early years practitioner, which has an extremely positive impact on the quality of children's care, learning and development that she provides. She identifies her own professional development training needs, based on a comprehensive self-evaluation process. She is keen to further strengthen her knowledge and understanding of early years education through attending even more training. The childminder is proactive at seeking guidance and advice from other early years providers to further support the improvement of her practice and outcomes for children. The childminder also receives support from the co-childminder she works closely with. She has strong aspirations for the quality of her provision and for ensuring that all children achieve their full potential. The self-evaluation system includes seeking the views of parents and children to help identify strengths and weaknesses of the provision. Parents are extremely complimentary of the care she provides with comments such as 'her conduct, performance and attitude are at all times exemplary and have regularly exceeded expectations.'

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	EY460724
Local authority	West Sussex
Inspection number	932306
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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