

Inspection date

11/03/2014

Previous inspection date

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 make good progress in their development and have a positive attitude to learning. This is because the childminder has a good understanding of their individual learning styles and provides learning opportunities that excite and challenge.
- The childminder monitors children's progress effectively from their starting points and plans a wide range of fun activities to encourage further developmental progress.
- The childminder is kind and affectionate towards the children, which helps children feel safe and secure in her care.
- Partnership with parents is good and makes a strong contribution towards the childminder effectively meeting the children's individual needs.

It is not yet outstanding because

- The childminder has not fully developed communication systems with other early years settings that the children attend, in order to provide continuity in their development.

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 inside the childminders home .
- The inspector spoke with the childminder about children's activities and their progress, at appropriate times during the inspection.
- The inspector sampled children development records, the planning of activities and a range of safeguarding procedures.
- The inspector took into account the views of parents through provided by the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder was registered in 2013. She lives in East Grinstead, West Sussex. Her adult daughter lives at home during university holidays. The whole of her home is used for childminding purposes, with children mostly having access to a lounge and kitchen. Bathroom facilities and a bedroom to sleep younger children are located on the first floor. There is a garden for outdoor play. The childminder has a medium size dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group on a part-time basis. She provides care from Monday to Friday, all year round, except public holidays. Her normal hours of operation are 8am to 7pm but she will consider working outside these hours to suit parents' requirements. The childminder walks and drives to local schools and nearby facilities, such as play areas, parks and 'Stay and play' groups.

What the setting needs to do to improve further

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

- enhance communication systems with other early years settings that children attend, to further support continuity in children's learning.

Inspection judgements

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

Children have good opportunities to explore and learn as the childminder has a good knowledge of children's learning and development through her many years of working with children. Her knowledge of how children learn and her purposeful and developmentally- appropriate activities and resources, enable her to provide a good level of challenge for all children's ages and stages of development. The childminder completes observations as children play and she carefully plans for their next steps in learning and development. Prior to their child attending the setting, parents complete an 'All about Me' questionnaire regarding their child's current developmental stage and favourite activities. In addition, it contains children's care needs such as eating and sleeping routines. This helps the childminder to support children's needs from the outset. The childminder is aware of the need to provide parents with a clear picture of their children's development at age two years by completing the required progress check. She has systems in place to implement this as the need arises.

The childminder speaks constantly to children, narrating actions and telling them what will be happening next. Books are freely available and children enjoy a quiet time cuddling up for a story. By developing a love of literature at an early stage they are prepared for their

future learning at school. The childminder clearly recognises the stages children go through in their language development. She supports them well; asking open-ended questions and introducing words to challenge them. For example, she alliterates words to highlight initial letter sounds, saying that s is for 'snakes that slither' and b is for 'bouncy ball'. Children giggle as the childminder uses additional examples and in their excitement they ask her to do it again and again. Children play with a range of musical instruments as they sing along to familiar rhymes. They know to push buttons on the electric piano, sway and bounce to the different types of music showing their good audio skills. The childminder takes advantage of the many nearby nature and woodland walks, to give children lots of opportunities to benefit being in the fresh air and to learn about the world around them.

The childminder recognises when children are absorbed in play and, when the opportunity arises; she comes alongside them to extend their play and learning. For example, when children are unable to slot shaped puzzles into position she asks children, 'Why do you think it will not fit?', giving them time to think for themselves. A range of expressive arts activities, such as music and dance and play with malleable materials, provides children with plentiful opportunities to express themselves and develop their physical abilities to handle tools. They use their imagination to recreate everyday situations with pretend play resources and equipment and small-world models.

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

Children are very happy and settled with the childminder and receive good levels of support, encouragement and reassurance during the daily routines and play opportunities. The childminder gives young children lots of hugs and gentle support that helps them to feel secure and emotionally settled. Children demonstrate an affectionate and trusting relationship with the childminder as they approach her for a reassurance or to join in with their play. This demonstrates that children feel safe and secure in the childminder's care; therefore promoting their personal, social and emotional development.

The childminder has a wide selection of toys and resources that are age appropriate for the children in her care. She sets the playroom out with boxes of toys and books that the children can access independently. This enables the children to make choices in their play. Children have many opportunities to become independent in the daily routines. The childminder encourages them to decide what they would like to eat at snack times and she offers them a selection of fruits and raisins for them to choose from. Meals are healthy and nutritious and the childminder works closely with parents to ensure individual dietary requirements or preferences are met. The childminder has developed clear routines, which means young children understand about rest times. Consequently, children's well-being is well supported because their physical requirements for rest are addressed, and this allows them to be ready for active play and learning.

The childminder approaches behaviour management in a positive manner and fully encourages and recognises good behaviour. For example, she uses a reward chart and children help her to devise house rules and behaviours that can earn them rewards. This

effectively encourages good manners and behaviour as children gain a secure understanding of the impact of their actions on others. The childminder encourages children to develop a good awareness of their own personal safety as well as that of others.

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 has a good awareness of child protection procedures and how to report any concerns that she may have about a child in her care. The childminder also has a written safeguarding statement, which she gives to parents to inform them of her role. These factors help to ensure that children remain safe while in the childminder's care. The childminder is monitoring and reflecting on her provision to see how she can make activities, which support children's learning and her teaching, better for the children for whom she cares for. She has started to evaluate her service by completed a self-evaluation form. The childminder demonstrates a commitment to developing her skills. This has a positive effect on her knowledge and the service she provides for children and their families.

The childminder undertakes risk assessments for the home, garden and trips, and is aware of the supervision requirements of younger children, both at home and when on outings. All of the required documentation and parental consents are in place, maintained accurately and stored appropriately to ensure confidentiality. Written policies and procedures are shared with parents so that they understand the procedures that the childminder follows, if, for example, a child were to have an accident or require medication while attending.

Parents readily access a variety of information and complete appropriate records regarding their child. The childminder displays relevant information for parents, enabling them to easily view registration details. This supports the operation of the setting, enabling her to develop and maintain a professional relationship with parents. The childminder keeps parents fully informed about their child's day and their achievements, through verbal discussions and a diary on a daily basis. This helps to ensure consistency in children's care and learning. Parents report that they are very happy with the care and learning provided for their children. They feel that their children are safe in the care of the childminder and that she provides children with lots of interesting activities. The childminder understands the importance of developing links with other provisions and professionals to ensure a coordinated service. However, the childminder has not fully developed relationships with other early years settings that the children attend. This does not fully support consistency in children's learning and development.

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	EY462887
Local authority	West Sussex
Inspection number	933149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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