

Inspection date	10/03/2014
Previous inspection date	10/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 make excellent progress in their learning development and concentrate well on their chosen activities.
- The childminder offers a stimulating range of experiences which children thoroughly enjoy and which offer a carefully targeted degree of challenge.
- Children behave well and are exceptionally settled and confident in response to the childminder's caring, patient and supportive interaction.
- Superb arrangements are in place to teach children about the importance of adopting healthy lifestyles.
- Children confidently explore a wonderful range of resources which significantly enhance their learning and development.
- The childminder demonstrates a very strong capacity for continual improvement, resulting in a very carefully tailored service which meets the specific needs of the children attending.

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 used by children.
- The inspector spoke with the childminder, her co-minder and children at appropriate times during the inspection.
- The inspector observed a range of activities both inside and in the garden.
- The inspector viewed a selection of documents including policies, activities plans and children's progress records.

Inspector

Liz Caluori

Full report

Information about the setting

The childminder registered in 2007. She lives in St Leonards, East Sussex, with her husband, also a registered childminder, and their daughter. Childminding generally takes place on the ground floor although first floor bedrooms are also used for children to sleep. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works jointly alongside another childminder and between them they currently have 16 children on roll. Children attend a variety of part-time hours during each week. The childminder receives funding to provide free early years education for children aged two, three and four years.

The childminder supports children who speak English as an additional language as well as those who have special educational needs/and or disabilities. They take and collect children from local schools and nurseries.

What the setting needs to do to improve further

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

- extend further the opportunities for children to hear languages other than English to help them understand the skills needed to speak more than one language.

Inspection judgements

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

Children make excellent progress in the care of the childminder. This is because the childminder skilfully assesses children's abilities, preferences and learning styles and plans effectively to reflect their individual needs. Children benefit from a broad and varied range of inspiring activities and are developing very good levels of concentration. For example, an activity to identify a range of different smells very effectively engages children's interest. They successfully identify a range of smells and make well-informed guesses for others. They also demonstrate a high level of imagination and general knowledge, for example suggesting that coffee smells like 'trousers' and limes smell 'oily'. The childminder is highly skilled at building on children's interests to extend their learning. For example, she gives resources to children who are playing with sand and dirt to enable them to make 'mud pies'. This promotes a lot of lively discussion and children take pride in their achievements as they pat, smooth and turn out their pies.

The childminder spends a lot of time talking with children. As a result, they are becoming very confident in their language development. The childminder's use of questions support

children to think about their responses and encourages them to construct sentences. Children eagerly use their rapidly developing language to share their views, ask questions and engage in interesting conversations. There are many varied opportunities for children to promote their physical skills. They engage in many games and events which help them to develop good coordination such as writing, drawing and using small tools. Babies receive very good support to help them to gain confidence in crawling, standing and walking. Older children use the childminder's garden and regular visits to local parks and play centres to engage in energetic play. As a result, they move with good control and confidence.

The childminder has completed training to enable her to support children with special educational needs and/or disabilities. She has a thorough knowledge of the agencies and professionals who are able to provide specialist support for children where necessary. She has experience of working alongside parents to support them in seeking assessments for their children. She also has good arrangements in place to work with children who speak English as an additional language. These include providing dual language books and learning key words in children's home languages. While there is a lot of print in different languages available to children, there is less opportunity for them to hear languages other than English. This does not fully support children to recognise the skills required to speak more than one language.

The childminder maintains positive relationships with parents and involves them extremely well in their child's learning. This results in effective information sharing which helps to ensure that she fully understands children's care and learning needs. The childminder has good arrangements in place to complete the required progress checks for two-year-old children.

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

Children thrive in the childminder's care. They are happy, exceptionally settled and demonstrate a very strong sense of security and belonging. Older children approach the childminder frequently for attention or to show her what they have achieved. Babies enjoy snuggling in for a reassuring cuddle when they are tired.

All children show a good understanding of the routines and boundaries in the home. The childminder has an excellent knowledge of positive behaviour management strategies. This means that she is able to help children understand how to behave well and offers additional, targeted support where necessary. As a result, children behave very well and are developing exceptionally good social skills.

The childminder places good focus on supporting children to learn how to keep themselves and others safe. For example, she regularly involves them in practising emergency evacuations. She also reads children stories about fire safety and talks to them about the role of fire fighters and other emergency services. She teaches them how to cross roads when on outings. In addition, she provides opportunities for children to assess risks themselves when using climbing equipment.

The childminder's home is full of invitingly presented resources, most of which are available for children to select independently. The garden also has a broad and interesting range of toys which significantly enhance children's learning and enjoyment.

Children learn about the importance of healthy lifestyles. The childminder is fully aware of their individual likes and dislikes as well as any dietary restrictions. She works with parents to encourage children to eat nutritious snacks and meals and successfully entices reluctant children to try different fruits. The childminder provides plenty of activities aimed at teaching children which foods are good for them. The childminder uses appropriate nappy changing procedures are in place. Older children are becoming very independent in their toileting. They routinely wash their hands after toilet and before sitting down to eat.

The childminder fully recognises the anxieties that children and parents may experience when preparing to go to school. She shares a clear and informative leaflet with parents with suggestions of things they may wish to consider. This includes practical ideas such as ensuring that children are able to put on their own shoes and socks. The childminder works with each individual family to offer the support they need. She takes children to visit their new schools so that they can see the playgrounds. She also provides play opportunities for children to practise dressing up in school uniforms.

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

The childminder demonstrates an outstanding commitment to self-evaluation. She accurately identifies her strengths and the areas where there is room for improvement. She takes prompt action to address these. She fully understands her responsibility to support children's learning and development and does this exceptionally well. The childminder has effective systems in place to assess children's progress. These enable her to monitor the effectiveness of her educational programmes. In addition, she considers children's levels of engagement and enjoyment when planning future activities.

Well thought out and entirely appropriate arrangements are in place to safeguard children. The childminder is fully aware of the procedure to follow should she have concerns about the welfare of any child in her care. She also understands the process to follow should an allegation be made against her co-minder or herself. The childminder undertakes risk assessments of her home and outings to identify and minimise any potential hazards. These enable her to put in place appropriate safety precautions. For example, the childminder uses a gate in the hallway to keep children secure when she greets parents at the front door.

Parents praise the childminder for the service she offers. In letters prepared for the inspection, parents highlight that children enjoy their time with the childminder and their high level of satisfaction with the care and education their children receive. The childminder works effectively in partnership with early years providers at other settings attended by the children. She shares information about children's abilities and

interests which helps all parties to provide coordinated, cohesive care.

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	EY361242
Local authority	East Sussex
Inspection number	828809
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10/04/2009
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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