

Inspection date

Previous inspection date

18/03/2014

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

- The childminder is skilled at interacting with children and extending their learning through play and everyday activities.
- The childminder creates a stimulating and interesting learning environment for children which promotes their learning so that they make good progress.
- The childminder is caring and supportive and this means that children feel settled and secure with her.
- The childminder provides a wide range of exciting outings for children that extend their learning.

It is not yet outstanding because

- The childminder works closely with parents but has not fully developed ways in which they can contribute to children's learning and assessment.
- The childminder provides a wide range of stimulating resources but she only has a few that reflect differences in society.

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 indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector checked the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents from letters seen at the inspection.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2013. She holds Early Years Professional Status. The childminder occasionally works with an assistant. She lives with her partner and one child. They live in a house in Seaford, East Sussex near to schools, shops and parks. The whole of the ground floor and one bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder has one dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She also offers overnight care. The childminder is currently minding three children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents by involving them more in children's learning and assessment
- increase resources that show positive images of diversity to help support children's developing awareness of the wider world

Inspection judgements

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

The childminder has good systems for settling children in and getting to know what they can do. She works closely with new parents to find out about children's individual needs, abilities and interests. The childminder makes good use of this information to plan and provide activities she knows will interest and challenge children. As a result, children soon settle and enjoy being with the childminder. The childminder consistently observes and assesses children's progress towards the early learning goals. She competently plans activities and outings that are well focused on meeting the identified learning priorities for each child. The childminder effectively supports children and promotes their learning as they engage in fun activities. She provides a wide variety of outings to places such as farms, animal rescue centres and pet shops to extend children's learning experiences. This means that children continue to make good progress across all areas of learning. The childminder informally discusses children's progress with parents at various times. However, she does not have systematic ways of formally sharing the learning records with parents to keep them well informed and to encourage them to continue learning at home.

The childminder makes good use of the everyday opportunities to challenge children and promote their learning. For example, she encourages them to count the toys as they tidy up. Children show good mathematical skills as they sort, count and talk about sizes and shapes. They become very confident speakers who readily talk about what they are doing. The childminder sensitively encourages younger children whose speech is less well developed. She uses simple words and reinforces language as they play. The childminder encourages them to make sounds and praises them when they respond to her. As a result all children make good progress in developing their communication skills ready for the next stage in their learning.

The childminder makes effective use of planned topics such as mini beasts and animals to promote children's learning. She provides plenty of interesting resources for children to explore and investigate. For example, she provides magnifiers for children to look at the toy bugs. As a result, children become active and independent learners who thoroughly enjoy finding things out for themselves. They develop good imaginary skills as they play with the sea creatures. Children show an interest in the pictures and posters of animals and bugs on display. The childminder makes good use of these resources to promote children's language skills as she encourages them to talk about their experiences. Children have fun making different sounds using the musical instruments. They learn to use simple technology such as the toy CD player, with support from the childminder. She prepares children well for moving on successfully to school.

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

The childminder is warm, kind and friendly. She creates a homely environment where children feel a strong sense of belonging and security. They form good emotional attachments to the childminder. Young children readily go to the childminder for a cuddle and reassurance when they need it.

Children behave well and play happily together. They learn to share resources and take turns when using the toys. The childminder gently and sensitively deals with any incidents. She helps children develop a good understanding of the impact of their behaviour on their friends. The childminder helps children feel good about themselves as she consistently praises them and celebrates their achievements.

The childminder makes sure her home is safe and child friendly. This results in all children showing good levels of independence and self-confidence as they move around and explore safely and freely. The childminder promotes children's independence further as she encourages them to take on responsibilities such as sharing out the bread sticks. She effectively reinforces children's awareness of safety. For example, she talks to children about what might happen if they walk around with a toy container on their head. They practise emergency evacuation indoors and learn how to stay safe on outings.

The childminder makes effective use of her home as a welcoming and interesting environment. She has created an attractive dedicated playroom. The childminder is

competently promoting children's ability to make choices and initiate their own play as she uses plenty of low-level storage. She has labelled the toys with pictures and words and this helps support children's early reading skills. Children choose from a broad range of resources that reflect their interests and meet their needs. However, the childminder does not have many resources that represent the wider society to help children develop a positive attitude to diversity.

The childminder helps children develop a good understanding of healthy lifestyles and what is good to eat. She provides them with healthy snacks and home cooked meals. Children adopt good everyday hygiene practices with the childminder. They sing the hand washing song as they wash their hands after using the toilet. The childminder thoughtfully reminds them about good hygiene, for example, how it is not good to use another child's bottle. The childminder also encourages children to see to their own needs such as blowing their noses. She also provides plenty of outdoor activities so that children develop good physical skills and coordination.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements them effectively and has all the required documentation in place. The childminder's records are well maintained. The records contribute to the smooth running of her childcare provision and enable her to make sure parents are fully aware of their children's welfare. The childminder has robust procedures for safeguarding children. She has completed relevant training so has a good understanding of what to do if she has a child protection concern. The childminder maintains a safe and secure environment. She successfully identifies and minimises hazards to children on the premises and when on outings.

The childminder works effectively with parents to meet children's welfare needs. She shares any concerns she has with parents. The childminder has recently introduced the use of newsletters for parents to keep them up to date about events, topics and activities. Where necessary, the childminder works with agencies and parents to provide any additional care and support children need to help them achieve. The childminder is in the process of forming positive links with other settings so they can work together to provide continuity of care and learning for individual children. Parents give very positive comments about the childminder. They say they like the 'detailed communication' they receive from the childminder. Parents state that the childminder provides 'stimulating and enjoyable care' and that her activities are 'well thought out'.

Since registration, the childminder has worked hard to develop her practices and provision. She has gained helpful advice and support from the local authority. As a result of their input, the childminder has improved her assessment records and made sure she is meeting the legal requirements. The childminder has attended various training including a course on inclusion. This is helping the childminder continue to improve her knowledge and skills. She competently monitors and evaluates her educational programme and her

overall provision. The childminder consistently reviews her activities to make sure they are meeting children's needs and helping narrow any gaps in their learning. She shows a realistic view of her strengths and successfully identifies areas for development. For example, the childminder has well focused plans to improve her outdoor area to provide a more stimulating learning environment for children. The childminder shows a strong commitment and the capacity to continuing to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY467283
Local authority	East Sussex
Inspection number	934987
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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