

Inspection date	07/01/2014
Previous inspection date	04/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 encourages children's language development well through lots of discussion and explanation.
- The childminder engages children in activities that interest and challenge them individually. Therefore, they make good progress in their learning.
- The childminder takes children out to a variety of local groups so they enjoy a wide range of activities and interact with many other children.

It is not yet outstanding because

- The childminder enables children to make marks, develop their pencil control and express themselves creatively during outings. However, they have fewer opportunities in the childminder's home, which reduces opportunities for them to practice their early writing skills in this environment.
- The childminder reflects on her practice through a variety of means, but does not consistently plan further training opportunities. This slightly reduces opportunities to fully enhance her professional 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 sampled a range of documentation including children's records, risk assessments and policies and procedures.
- The inspector observed activities in the childminder's lounge.
- The inspector had discussions with the childminder.

Inspector

Jill Steer

Full report

Information about the setting

The childminder registered in 1989. She lives with her husband and one adult child in Burgess Hill, West Sussex, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding as well as the upstairs bathroom. There is a garden for outdoor play.

The childminder is currently minding three children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools and attends several 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 opportunities for children to practise pencil control, drawing and develop good early writing skills
- use the information gathered from evaluations to identify more training opportunities to further enhance good practice.

Inspection judgements

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

The childminder's good understanding of how children learn means she plans a wide range of outings and activities that are suitable for each child. The children enjoy visiting a variety of local toddler groups where they meet other children, make friends and develop their social skills. These outings also enable them to try out a good range of messy and creative activities. However, the children have fewer opportunities in the childminder's home to use pencils and crayons. This means they are unable to consistently practice correctly holding a pencil and develop their early writing skills. Children have many opportunities to be active and develop their physical skills as they visit adventure and soft play venues to balance and climb. The childminder supports children well as they play, commentating on what they are doing to encourage their developing language and communication skills. She asks them questions to identify their understanding and challenge them. For example when watching television, the childminder asks, 'are they counting?' and 'what can you see?' Children problem solve as they complete puzzles with the childminder's guidance and support. She helps them turn each piece to fit it on the board and names the shape and colour so children begin to recognise squares, triangles and circles.

The childminder records children's progress from the moment they start with her. She watches and observes them, initially to find out what they can do, and plans activities and resources that are appropriate for their level of development. The childminder knows what stage each child is at and plans suitably so they have some challenge to encourage their development. She assesses their progress regularly and completes a progress check for all children aged two years. This helps her to identify any areas where they may be achieving less well. This enables her to effectively plan the next steps in their learning so they make steady progress in all areas of learning. The childminder discusses with parents what the children like to do and can do at home so she can compliment that. She shares information with the parents about what they do each day so they can discuss it with the children and be involved in their learning. Parents regularly see the children's individual 'Learning Journey' to follow their progress and contribute their own views of how well their children are making progress.

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

The childminder keeps children safe by supervising them closely. She regularly checks her home for hazards and has ground rules for children's behaviour so they know what they can play with and what they should not touch. The children learn how to keep themselves safe as they learn about road safety and how to walk along holding hands together. The childminder spends a lot of time getting to know children when they are first in her care so they settle well. She encourages the parents to bring them for lots of sessions to help them settle so the children and childminder are very familiar to each other. As a result, the children feel safe and trust the childminder so they can play and develop well in her care.

The childminder is very calm and relaxed with the children, which also keeps them calm. They behave well as the childminder praises them and acknowledges when they try things so they feel confident. The childminder encourages children to choose what they play with from a selection of resources that are suitable for their age and stage of development. Her encouragement makes children eager to try things and explore. Children mainly eat food provided by their parents and the childminder gives advice on healthy options. She offers fresh fruit to children and sits with them to encourage them to eat well. Children enjoy fresh air every day as the childminder takes them out each morning and generally encourages them to walk so they have exercise. They regularly visit the local parks and soft play venues to be very active and learn about the pleasure of physical activity and being healthy. Children recognise that exercise affects their bodies as they tell the childminder that running makes their breath 'huffy'. The childminder prepares children to start school as they accompany her on the daily school runs each morning and afternoon. They see the older children rush in and out of school enjoying it so they look forward to their turn to start. The childminder makes sure that children learn to be responsible for their own possessions as well as putting on their coats and shoes unaided. This helps children to develop good self-help skills ready for school.

The effectiveness of the leadership and management of the early years

provision

This inspection was brought forward following a notification from the provider on 23 July 2013 about children accessing medication. On the 1 August 2013 we also received information that raised concerns about the same incident. Ofsted carried out an announced visit on 22 August 2013 and found that the childminder was not adequately supervising children or conducting adequate risk assessments on outings, which resulted in two welfare requirements notices. This inspection established that the childminder now completes and updates risk assessments for her home, garden and all the places she takes children on outings including other people's homes. She adjusts her practice and the environment when hazards arise to keep children safe. On outings, the childminder is regularly in the company of other registered childminder's so they support each other supervising the children and they are well known to the children. The childminder has a clear understanding of the safeguarding requirements and how to recognise the signs that a child may be at risk of harm. She has completed training and has a written policy that sets out the action she will take to protect children. The childminder explains to parents that she may not consult with them before referring her concerns so that she prioritises children's welfare. The childminder shares her written policies with parents so they know what to expect from her and the standard of care she provides for their children. Each day they discuss the children and what they have been doing both at home and with the childminder so they are working in partnership to support the children's care and learning. The childminder gets to know the parents well and builds a good relationship with them so the children see that they trust each other. She supports all areas of children's development by working in partnership with others involved in additional aspects of children's care or other local settings children may attend. They complement each other's practice so children's care is consistent and they make good progress in their development.

The childminder uses questionnaires to ask parents and older children for their views of her practice. She uses the comments to help her see what she is doing well and where she can make improvements. Parents are happy with the childminder's care and feel she provides a home from home environment where children are safe. The children are also involved in the self-evaluation process, for example, as they say they like all the outings but would like more salad and crisps. The childminder attends all required training, including safeguarding children and first aid, which helps her to effectively promote children's welfare. However, she misses opportunities to identify any other training to continue to develop her skills and knowledge further. The childminder reflects on her practice and makes improvements where needed. She has addressed the recommendations and actions from previous inspections, demonstrating her commitment to continue to provide a good quality of care for children.

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	114846
Local authority	West Sussex
Inspection number	945054
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	04/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

