

**Inspection date**

31/03/2014

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**

- The childminder has built good relationships with children and their families and this enables the children to feel settled and secure in the environment.
- The childminder provides a variety of resources that motivate children and keep them happy in their play.
- The childminder effectively seeks the views of parents about their children's care and development. This enables her to plan well for their next steps in learning.

**It is not yet outstanding because**

- The childminder provides opportunities for children to develop their writing skills indoors, however, there are less opportunities to do so in the outdoor environment for those children who learn best outside.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector examined documentation, including policies, procedures and children's records.
- The inspector observed the childminder interacting with children.
- The inspector spoke to those parents present.

## Inspector

Clare Leake

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two children, one of whom is school-age. The family home is situated in Felpham, near Bognor Regis, West Sussex. Children play on the ground floor of the house in the sitting room and the kitchen/dining room. There is a ground floor bathroom. An upstairs bedroom is available for children to sleep during the day. There is an enclosed garden for outdoor play. The family have two dogs. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

### What the setting needs to do to improve further

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

- increase opportunities for children to develop their learning and experiences in the outdoor environment, particularly with regard to their early writing skills

### Inspection judgements

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

Children are making good progress in their learning because the childminder has an strong understanding of how children learn through play. The quality of teaching is good and the childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Children have great fun and are eager to learn. The childminder promotes their interest by providing activities that motivate them. For example, the childminder provides children with coloured spaghetti play and allows them to play with foam. This encourages them to explore and investigate different textures.

The indoor learning environment is well resourced with a range of interesting activities available. For example, children can use a range of equipment to promote their early writing skills, such as crayons and pencils. However, outside there are not always as many opportunities for children to practise their early writing skills. The childminder has a large selection of books on offer to meet the needs of the children. She reads books to the children and questions what they can see. This helps the children to enjoy the story and begin to discover that print carries meaning.

The childminder observes the children's progress across all the areas of learning and records these in their 'learning journeys'. She uses these observations and assessments to plan for their next steps in learning and ensure that children are making good progress. The childminder displays photographs of exciting activities as evidence to show progress in each area of learning and these are shared with parents. The childminder uses

children's next steps in learning to plan for the children. She is flexible in her planning to enable her to adapt her teaching as naturally arising situations occur.

The childminder works closely with parents and has formed trusting relationships with them. One parent comments that she feels "fortunate" to have the childminder caring for her son as "he is having fun whilst learning in a happy family environment." The interaction between the childminder and the children is strong. This enables children to feel confident and happy in the care of the childminder.

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

Children settle well because the childminder has a good knowledge of their individual needs and routines. Their early investigation skills are promoted through the use of resources, such as books and musical instruments. They show great interest as they explore the noises the instruments make as they shake and bang them on the floor.

Children are learning about what is acceptable behaviour as they respond well to the childminders praise and guidance. Their self esteem is promoted as the childminder shows she is happy with them by smiling and using encouraging terms such as "well done!" The childminder has a wide range of resources available for children to access by themselves. She encourages children to move freely around her setting to seek items for themselves. This allows the children to develop their physical development and make their own choices about their learning. Children have access to a quiet den area lined with cushions and full of cuddly toys. This enables children the opportunity to relax on their own or with friends if they feel tired or a little unsure.

The childminder ensures that the children feel secure as she has developed good relationships with them. They have formed secure attachments as they smile and cuddle into her, even those who have been attending for a short time, therefore their needs are fully met.

The childminder encourages the children to develop healthy lifestyles. She provides a range of healthy snacks, such as bananas, that children enjoy eating. They are encouraged to wash their hands before eating and have their own towels to dry their hands on. This develops their personal independence skills.

### **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 Statutory Framework for the Early Years Foundation Stage. She has a range of written policies and procedures to support her practice and her documentation is maintained well. The childminder has a good knowledge to make sure that children are protected in the event of a safeguarding concern and are safe in the home and on outings. She has a strong knowledge of how to safeguard children in her care and has recently updated her

knowledge by attending training. She is aware of whom she would need to call in the event of a concern and this information is on display on the parent's notice board. There is a safeguarding policy in place and this is shared with parents upon enrolment.

The childminder has risk assessments in place to keep children safe. For example, she has procedures in place to make sure children are kept safe in relation to the family pets and her two dogs are kept away from the children by means of a safety gate. The childminder makes sure that visitors to the setting are asked to sign in and only known adults can collect the children. This helps contribute to children's safety.

The childminder gets to know each child on an individual basis and monitors their progress and well-being effectively. This allows her to identify any gaps in their learning and development and plan appropriate activities to target these.

The childminder evaluates her practice and knows the areas in which she wishes to improve. She seeks parental views by means of informal discussions when they collect their children. This allows the childminder to use their suggestions when planning for future activities. The childminder takes the children on outings to local groups and the park to extend their enjoyment and experiences. This also gets the children used to spending time with larger groups of children and helps develop their confidence.

Partnership with parents is important to the childminder. They talk about her positively and feel that she is doing a good job looking after their children. This makes for a happy and positive environment for the children.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY469703
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	939878
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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