

Inspection date

Previous inspection date

13/05/2014

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 makes good use of observations and assessments to plan activities to support children to reach the next stage in their learning and development.
- The children learn and play in a safe and secure environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- The childminder is committed to developing her professional knowledge and making improvements to her service. She has made an accurate self-evaluation of her practice and provision to identify and target areas for further improvement.
- The childminder has established positive partnerships with parents to ensure children are fully supported.

It is not yet outstanding because

- There is scope to extend further the childminder's understanding on managing children's behaviour.

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 children's activities in the sitting room, conservatory and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of written comments from parents.
- The inspector looked at the childminder's policies and procedures and documentation relating to children's learning and development.
- The inspector looked at documentation regarding the childminder's suitability and qualifications for working with children.

Inspector

Daphne Brown

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Southwater, West Sussex. The family have two cats. The whole of the home is used for childminding purposes where children have access to a lounge/dining room, conservatory/play room and first floor bedroom. Bathroom facilities are located on the first floors. Children have daily opportunities for outdoor play within the garden and the childminder lives within walking distance of local parks, a nature reserve, shops and schools. There are currently four children on roll, three of whom are in the early years age group and attend a variety of sessions. She operates all year round from 8am to 6pm.

What the setting needs to do to improve further

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

- continue to build upon the positive approaches to managing children's behaviour.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and develop and the requirements of the Early Years Foundation Stage. She gathers a good deal of information about each child before they start to help them settle. She checks to see if they are attending any other early years setting and if they do, she seeks parents' permission to share previous and present learning and development records. This helps to provide continuity for children's learning and development and contributes towards the good progress they are making. The childminder makes regular and focused observations of the children and precise assessments means she is able to identify their next steps and plan accordingly.

The childminder has a very good range of play resources to support children's varying interests. These are easily accessible, which allows them to choose activities for themselves and follow their own interests. The childminder is receptive and responsive to their choices and engages with them to help support and extend their interests and learning. For example, she helps children find different vehicles and objects for them to slide and roll through a large tube. Children's communication and language is supported well as the childminder engages in purposeful conversation with the children throughout their play. She talks to the children about what they are doing and introduces some sign language to support their emerging language acquisition. For example, when reading a story, she reinforces the names of the animals with signs, which the children enjoy copying. The childminder creates an environment, which helps children understand that

print carries meaning. Children are able to see labels of pictures and words corresponding to the toys in storage boxes. They also register themselves when they arrive by placing their names and photographs of themselves on a board in the hall. This, as well as children being able to access chalks, crayons and pencils, contributes towards their developing literacy skills.

Children develop their understanding of mathematics as they practise their counting when they climb the stairs. They are able to see numbers to support their counting as the childminder places printed numbers on each step and also on wooden logs in the garden. Children learn about size and space as they find different size vehicles to fit inside and roll down a cardboard tube. The childminder supports children well by providing opportunities for them to learn and experiment with different technology. The childminder provides a good selection of resources, which children are able to use to support and complement other areas of their learning and development. For example, children enjoy playing with a musical book where they are able to press buttons and turn pages to hear different songs.

The childminder uses a variety of imaginative resources to develop children's creativity. Children enjoy exploring play dough infused with ginger and coffee to create a unique sensory experience for the children. Children also enjoy experimenting with different musical instruments including using cooking equipment, such as metal pots and pans to make different sounds.

The childminder works closely in partnership with parents. She gains information from parents about children's routines and starting points, which she uses effectively to support children's individual needs. She has established good relationships with parents. The childminder uses an on line system, which parents can access through a password. They are then able to view her policies and procedures and accident and medicine records. They are also able to contribute to the observations, assessments and next steps in their children's learning and development the childminder has uploaded. The childminder also gives verbal feedback each day so parents are kept informed of activities their child has participated in.

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

Children are cared for in a welcoming home where colourful posters and children's pictures and photographs are displayed creating a child-friendly environment. The childminder has developed a good system to support children as they settle into her home and developing strong attachments. She gathers vital information about the child prior to them starting. These include both the care needs of the child and their learning and development. This means that the childminder can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met. Children display confidence in their surroundings and are eager to learn and play in this welcoming provision. The childminder sits with them as they play and shows a genuine interest in what they are doing.

Children are confident and behave well. They have discussed with the childminder some

house rules and the reasons for them. She focuses on praising children's achievements, which raises their confidence and self-esteem. Additionally, she is a good role model for children, for example she encourages children's good manners as they ask to get down from the table when they finish eating. However, although the childminder has a good understanding of behaviour management, some strategies do not reflect a fully positive approach.

Children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being. Children play outdoors daily in the garden, where they enjoy, playing games, planting and growing fruits and vegetables and making dens from tree branches. The childminder takes the children to local groups where they have the opportunity to play with a larger group of children. They go for walks and visit local parks and nature reserves, using large play equipment to challenge them further and learn to assess risk. This also provides good opportunities for children to explore the community and to learn about the world. They learn ways to keep themselves safe as the childminder explains about road safety and 'stranger danger.' Children also complete a risk assessment of the childminder's home when they arrive using a pictorial chart. This encourages children to think about theirs and others safety as well as responsibility. Children are developing self-care skills as they learn to manage putting their own shoes on and wash their hands before eating. The childminder provides snacks and meals that are healthy and nutritious, and children make choices about what they would like to eat and how much. This means children learn to keep themselves healthy, develop physically and respond to the needs of their own body. Children learn to keep themselves healthy from an early age as the childminder uses good hygiene practices and keeps the home clean and safe. Consequently, children are making relationships, developing their social, physical and emotional skills well in preparation for later moves into nursery or school.

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

The childminder is very well organised and has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. Children benefit from the childminder's commitment to ensuring the premises are safe through ongoing risk assessments. The childminder shares information with parents as to how to raise concerns, including details of how and whom to contact. This promotes a safe and transparent provision for parents and children. The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a range of enjoyable, effective and challenging experiences to enable them to make good progress. The childminder ensures that all areas of learning are covered and the next steps in children's learning are identified. As a result, children's progress is monitored and assessed consistently.

The childminder is committed to partnership working to help her meet children's individual needs. She strives to provide a welcoming environment for parents where they have regular opportunities to exchange information with the childminder. She shares her policies and procedures and children's assessment records with parents through an online system. Also daily two-way communication takes place between parents and the childminder to discuss their daily activities. Furthermore, the childminder asks parents to share the things they notice about their children's progress and interests. Parents are very complimentary about the service provided by the childminder. For example, feedback from recent questionnaires shows parents are very happy with the care and the communication from the childminder. She recognises the importance of working in partnership with other early years providers and has established open, positive relationships with settings the children attend. For instance, teachers share the planning with the childminder, which allows her to provide complementary activities to support children's learning.

The childminder has a good understanding of using evaluation processes to monitor the quality of the educational programmes to support children's progress. She fully understands the impact her own childcare knowledge has on the quality of the provision and outcomes for children. Consequently, she is keen to continue her professional development. She is doing so through training, taking advice from other professionals and her own independent research and implements her knowledge into her practice.

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	EY471806
Local authority	West Sussex
Inspection number	945681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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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