

<b>Inspection date</b>	19/05/2014
Previous inspection date	21/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder supports and promotes children's learning and development.
- The warm relationship between the childminder and the children promotes their positive self-esteem.
- The garden provides children with exciting play and learning experiences, which the children thoroughly enjoy and benefit from.
- The childminder evaluates her practices well and has a good awareness of her strengths. She is secure about the areas for her future improvement.

#### **It is not yet outstanding because**

- The childminder does not always provide effective opportunities for children to write or mark make for different purposes

## 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 the garden and rooms used by children.
- The inspector observed children and childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge, risk assessments, took account of the childminder's self-evaluation and views of parents.
- The inspector read and took account of the childminder's self-evaluation document.

## Inspector

Sue Taylor

## Full report

### Information about the setting

The childminder registered in 2000. She lives with her husband, school-aged child and adult daughter who occasionally works as the childminder's assistant. The family live in Peacehaven, East Sussex, near to schools, parks and shops. The majority of the ground floor is used for childminding with a bedroom on the first floor to sleep babies and young children. There is an enclosed garden for outside play. The family has two dogs, tortoises, chickens, ducks and a fishpond. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children, of these five are in the early years age range. The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder is a member of an approved childminding network and may be able to accept funding for free early education for two-, three- and four-year-olds. She has a recognised childcare qualification in Children's Care, Learning and Development at level 3.

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

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

- encourage children to make more effective use of mark making and writing materials in different play and learning experiences.

## Inspection judgements

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

The childminder effectively supports children's learning and development. She uses children's interests to engage them in planned activities, which support their next steps in learning. The childminder makes accurate assessments of children's achievements and can therefore understand how well they are progressing. She is able to note any learning gaps and focus her planning on these. Periodically the childminder produces summary reports to share with parents. She invites and encourages parents to support children's learning at home. The detail that the childminder gathers helps her produce learning journals that include information on children's personal, social, emotional and physical progress as well as their communication and language development.

When ready, children learn to write their name as well as learning about numbers and counting. For example, older children quickly count how many letters other child have in their name from looking at their place mats. There are writing and mark making materials indoors and outside for children to use. However, the childminder does not fully encourage children to engage with these resources during different play experiences. The childminder effectively supports children's developing language and communication. She reflects

verbally on what they are doing and asks questions that encourage children to think creatively before they answer. Children benefit from playing in the garden. The childminder plans a range of interesting activities and resources that support children's learning outdoors. She promotes children's physical skills as they try to throw beanbags into a bucket. Children search for worms and look at them through magnifying glasses and help water the plants. This helps children to gain an awareness of the natural world. Children have fun as they see what happens when they put balls down the pipes on the fence. The mud kitchen is particularly popular as children use the soil and mud to make their own creations. Children learn to concentrate and listen, helping to gain the skills they need for their future learning.

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

The childminder develops warm and close relationships with the children and they settle quickly and are very content. Children have a secure sense of emotional well-being. The childminder encourages children to develop confidence and skills to promote independence that help prepare them for school. For example, they learn how to pour their drinks and use non-lidded cups easily, from an early age. Children can go to the toilet when they need and learn to wash their hands before eating or after being in the garden. They use a flannel for hand drying and they clearly know which one belongs to them. This good practice helps to prevent any cross infection. The childminder spends time supporting young children in doing things for themselves, such as taking their own shoes off or putting coats on. The children are very keen to engage in planned activities with the childminder or equally content to keep themselves occupied.

The childminder manages children's behaviour well and is consistent in the messages she provides. She helps teach children about the need to share and take turns as well as to play together. Children demonstrate an awareness of how to keep themselves safe as they practise fire drill evacuations or learn how to cross roads safely. The childminder ensures that children always have drinking water to hand, and encourages children to have a drink when they are thirsty. She uses the garden well so children can play and learn in the fresh air. Children understand the importance of the need to wash hands after they handle animals or help feed them. The childminder talks to children about suitable clothes to wear in different weathers. This helps them to learn about the different seasons as well promoting their confidence to make decisions.

Children enjoy physical activities outside, such as using ride on toys or playing with balls as well as using larger play equipment in parks. This helps them learn the benefits of a healthy lifestyle. The child-centred garden is equipped with interesting resources such as a mud kitchen, pipes and guttering to roll balls down or plants to water. The children learn about caring for the family pets and can watch eggs hatch. Indoors, the childminder has successfully rearranged the storage of toys, following her reflection of the environment. It now provides suitable play space for children and easier access to good quality resources. This also encourages children to make their own choices.

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

Following the last inspection and a subsequent monitoring visit, the childminder has made improvements to meet the actions set. For example, she has a secure awareness of the need to inform Ofsted about structural changes or building works to the home and garden. The childminder has reviewed her risk assessments and has clear written documents that she shares with parents, explaining how she minimises hazards. The detail includes how she keeps children safe around the animals, including the dogs, both in the home and on outings. She recognises that changes made have had a positive impact on her practice. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage. She has a secure awareness of child protection and of the procedures to follow to help safeguard children in her care. She recently updated her child protection training to enhance this knowledge. The home is secure with the use of safety gates helping prevent access to other parts of the home, when necessary. The new garden layout enables children to access outdoor play areas in safety with the animals securely fenced off. All required documentation, such as accident reports and attendance records are in place.

The childminder meets the learning and development of the Early Years Foundation Stage requirements effectively. She has a good understanding of children's individual needs. The childminder routinely monitors children's progress so she can identify any learning gaps to address and support children's learning. She provides children with a broad range of activities and resources that effectively promote their development in all seven areas of learning.

The childminder evaluates her practice well and demonstrates a positive capacity to improve. She is clear about her strengths and regularly updates her knowledge with training or by reading suitable childcare periodicals. The childminder has plans to develop some areas of practice further. These include the systems for how she compiles her assessments of children's learning so the detail is easier to share with parents. The childminder is also adapting the methods she uses to invite parents to offer their observations about what children achieve at home. Parents comment on the very positive care that their children receive and how they like the range of activities available. The daily communication books inform parents about their child's day and provide opportunities for a two-way communication about children's care. The childminder is securely aware of the importance of working in partnership with parents and others when appropriate, to support children's development.

### 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

<b>Unique reference number</b>	505725
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	963107
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/11/2013
<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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