

Inspection date	06/06/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Careful planning means the childminder provides suitable challenges and interesting activities for each child.
- The childminder is a good role model for how to behave calmly and respectfully.
- The childminder provides a broad range of interesting activities for the children that challenge them at appropriate levels so they make good progress.
- The childminder keeps children safe through ongoing risk assessments both at home and on outings.

It is not yet outstanding because

- The childminder does not always consult with parents in sufficient detail to extend children's progress in all areas of their development further.

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 in the lounge, kitchen and garden.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, planning and assessments.
- The inspector took account of parents' written testimonials.
- The inspector had discussions with the childminder as she worked with the children.

Inspector

Jill Steer

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and two school-aged children in Portslade, East Sussex, close to shops, parks, schools and public transport links. The childminder uses the ground floor of her home for childminding, there is a garden for outdoor play and she has two cats.

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 local schools and occasionally attends local toddler groups.

What the setting needs to do to improve further

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

- develop further the consultations with parents to exchange and update information about children's learning, development and care needs.

Inspection judgements

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

Children spend their time with the childminder happily engaged in activities that interest them and that they have often chosen. The childminder engages with them to encourage their exploration of the resources and extend the learning opportunities. For example, she shows them several times how to turn the rainmaker over so it makes gentle sounds and comments positively when they do it for themselves. The childminder makes sure she includes all children so they all have a share of her attention and support. She sits with the children so she can interact with them and encourage their speech as she commentates on what they are doing. The childminder says 'well done, you are very clever' when children build a tower with bricks and she counts them as they add more, so children hear numbers being used routinely. The childminder reads books often with children. They sit comfortably on her lap and turn the pages for her, pointing at the pictures as the childminder reads the text. She discusses what they are looking at and relates it to the children's own lives to help their understanding. For example, she says 'you like fruit too don't you?'

The childminder involves the parents in what children are doing from their first day when she asks them about their children. She finds out what the children like and are able to do so she can plan for them. The childminder records her own observations of the children so she can track their progress in relation to the areas of learning. She monitors these records each term, gives the parents a report, and invites their comments and

contributions so she can plan their next steps. However, the childminder does not always discuss the next steps in sufficient detail with parents so they can effectively support the children's progress together, in the same way. For example, how they can encourage children's language development further or how to serve their food the same way as at home. For younger children, the childminder focuses on activities based around the prime areas of learning. She talks to them constantly and repeats babies babbling to encourage their communication and language development, she supports and praises them to build their confidence and self-esteem and provides opportunities for them to develop their physical skills. Children enjoy playing outside every day where they ride bikes and throw balls in the garden as well as going on local outings so they see the natural world and community.

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

Children are safe and well cared for by the childminder. She regularly checks the safety of her home and practises getting out in an emergency with the children so she knows how they all cope with it. The childminder has made her home welcoming so children settle well. She gets to know them during their settling in time so they learn to trust her and readily approach her for comfort and affection, demonstrating how secure they feel with her. The childminder has labelled her resources with pictures and text and put them within children's reach so they can see what there is to choose from. They develop their confidence as they increasingly become independent at deciding and helping themselves to what they want. The childminder plans her day around the routines of the children and incorporates time outdoors every day. She talks to them about how good it is to be active and healthy. She shares how being energetic affects their bodies, for example, she talks positively about the children's parents riding bikes and that being active makes your body warmer. The childminder gives children the food their parents provide and she often talks about healthy foods. She has a colourful poster for the children to look at and identify the healthy foods so they learn to make healthy choices.

Children behave well with the childminder. She sets a good example for them by being kind and gentle and having house rules to set some boundaries. For example, children learn not to jump on the furniture and that they must be nice to each other. The childminder plays games with children so they learn to wait their turn and to share. She constantly praises children to encourage them and give them confidence. The childminder treats every child as an individual, encouraging them to make friends and be sociable by attending local groups in preparation for being in a class of other children when they go to school. She takes them to see their school before they start to help them prepare for the transition. The childminder promotes self-sufficiency so children learn to do things for themselves, such as put on their coats and shoes. She asks parents to complete 'I can' forms periodically about the things children can manage for themselves, such as 'blow my nose' or 'listen to a story'. This greatly helps children prepare to start school and cope well with being one of many children in a class, so they can concentrate on learning rather than asking for help.

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

The childminder keeps her some safe for children and checks it regularly by conducting risk assessments. She has maintained her paediatric first aid training and kept her first aid equipment up to date so she can correctly treat children's accidents and injuries. She seeks written permission from parents before she administers medication to further support children's welfare. The childminder has updated her training in child protection so she has a good understanding of signs that indicate a child may be at risk of harm. She has a written policy and procedure so she and the parents know what action she will take to safeguard children. The childminder and her husband have had their suitability to be with young children checked through the Disclosure and Barring Service and she supervises children at all times. The childminder has reviewed and evaluated her own practice to identify her strengths and areas for improvement. This has helped her to make good progress since her last inspection, where she has addressed the actions raised to improve outcomes for children. She has booked to attend further training in early years care, demonstrating her commitment to ongoing professional development that will further enhance her good practice. She readily sought support and advice to address the actions set at her last inspection and very quickly made adjustments so children receive ongoing, good quality care.

The childminder has reviewed her planning systems so children's learning is good in all areas based on their starting points, both indoors and outside and in partnership with their parents. They discuss the children every day so they both know what the children have been doing and provide continuity of care. The childminder shares with parents the children's development records. She monitors children's learning and development progress to ensure she keeps them all suitably engaged and they receive challenge in their learning. Parents are very happy with the care their children receive. They say that, 'she is very flexible and supportive' and 'I chose her as she was friendly and outgoing, I was reassured that my baby is well cared for while I am at work'. The childminder understands well, her responsibility to meet the requirements for children's welfare, learning and development, so they make good progress and become confident, active learners.

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	EY318504
Local authority	Brighton & Hove
Inspection number	965296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/01/2014
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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