

Inspection date

Previous inspection date

11/06/2014

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 is conscientious and driven to develop her practice.
- Children are made to feel at home in the setting.
- Children's individual needs are understood and met well.
- Communication with parents is very effective.

It is not yet outstanding because

- Occasionally, the childminder provides guidance and support too quickly, rather than giving children the time to make choices, to explore resources and problem solve for themselves.

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 took into account the views of parents.
- The inspector observed children's play experiences both inside and outside and invited the childminder to observe with her.
- The inspector sampled the childminder's documentation.
- The inspector and childminder discussed elements of practice at appropriate times.
- The inspector accompanied the childminder on a walk to the local nursery.

Inspector

Debra Laxton

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and young child in a residential part of Shoreham, West Sussex. The whole of the ground floor is available to minded children and there are bathroom and sleeping facilities upstairs. The childminder provides overnight care and is also available at weekends. There is a secure garden for outdoor play. The childminder speaks English and Afrikaans.

What the setting needs to do to improve further

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

- allow more opportunities for children to explore resources quietly by themselves.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. This supports her in being able to plan, monitor and assess children competently so that children make good progress. She plans very effectively for their next steps in learning and development.

The inside and outside environments are used well to promote learning. The garden is well-resourced, to provide challenge and motivate children of different ages to engage in active learning. There are water toys, a summerhouse with safety windows, specifically for the children, bikes, scooters and other push along toys, tunnels, a trampet and seating. Children develop social skills as they learn to take turns, supported by the childminder. Children grow plants from seeds and develop an understanding of growth. Inside, children move about freely and are able to choose and access resources independently. The childminder promotes literacy well. She is aware that children should not be pressured to read and write but be given opportunities to develop these early skills through play. The childminder does this by providing dens as special spaces where children enjoy reading books, and a variety of media for children to make marks with.

The childminder understands the importance of promoting language and communication and engages the children in frequent dialogue. This helps to develop their communication and language skills. She introduces new vocabulary and re-visits words that she has discussed with the children previously. For example, she asks the children if they remember the word 'deflate'. Children spontaneously repeat the word. Children learn about rhythm and rhyme when singing familiar songs enthusiastically with the childminder. The childminder is bilingual and has developed an understanding of how

important it is to encourage children to use home languages and English. Key words in English, Afrikaans and Polish are displayed, demonstrating that home languages are valued and actively encouraged. The childminder is skilful in using incidental opportunities to teach children. For example, children develop mathematical skills by counting objects as they tidy them away.

The childminder uses her imagination to create simple resources that enhance learning. For example, she makes a magnetic fishing game by adding letters and numbers to bottle tops. Children are motivated to fish for bottle tops to find out which letter or number they have selected. Such ideas support numeral and letter recognition and they encourage learning to continue at home, as parents are inspired by the childminder's ideas and notice how their children learn from them. Occasionally, the childminder intervenes too quickly in children's play to guide them, rather than allowing time for children to reflect and explore resources quietly and purposefully by themselves. Children begin to explore technology, and cause and effect, by pressing a button on a game that produces air. The childminder intends to promote children's confidence in using technology further, and plans to buy a camera for the children to use.

Parents are kept very well informed of their children's experiences and progress. Parents value the daily discussions and weekly e-mails that the childminder sends them. These messages have videos, photos and observations of their children playing and exploring attached to them. The childminder also writes and shares daily diaries and assessment reports every three months, for each child, linked to the prime areas of learning.

The childminder is aware of children's changing interests and takes these into account when planning activities that will motivate children and extend their learning experiences. For example, when children show interest in playing with a bucket, she puts various interesting objects into it, for children to explore the following day.

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

The childminder develops positive, trusting relationships with children and parents and she provides a child-centred learning environment. Children therefore feel safe and secure in the setting and separate happily from parents, keen to engage in play activities. The childminder works with parents to carefully plan strategies so that new children settle quickly and enjoy their time in the setting. Children are provided with their own coat pegs and outdoor footwear and this allows them to develop a sense of belonging to the setting. The childminder makes children feel safe and secure by recognising and responding to their emotional needs. For example, she notices a child tiring on a walk and offers her the chance to sit in the buggy.

The childminder has realistic expectations of behaviour in relation to children's ages. She gives children lots of praise and this promotes children's self-esteem and confidence and means that their behaviour is generally good. Children's safety and well-being is constantly considered. For example, stair gates allow children to play safely in supervised areas. Children learn about keeping themselves healthy and safe as they put sun cream on

before going out in the sun and the childminder teaches them about road safety as they walk to nursery. They are reminded to stay close, walk away from the road side, wait at each road, look and listen for traffic, and they cross by the lollipop lady.

The childminder provides children with healthy, fresh foods. Snack time is a sociable, happy time when children and childminder sit together at the table. Children learn to be independent as they hold their own cups and feed themselves. The childminder implements good hygiene practices to keep children healthy. Children know to wash their hands before eating and after messy play and they each have their own towel to limit the chances of cross infection. The child minder supports children in developing good self-help skills, including toileting and putting their own shoes and coats on. This prepares children well for school.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. Safeguarding is of paramount importance to her. She is aware of the signs and symptoms of possible abuse and important contact numbers are displayed for easy access should a concern arise, and to inform parents. The childminder has identified and minimised any hazards, and she carries out daily checks before children arrive. She carries out thorough and detailed risk assessments not only of the premises and equipment, but also for local places that children visit with her, to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. Parents are informed of any accidents or incidents that occur in the setting and this helps to maintain trusting relationships. The childminder has a professional approach to record keeping. Her documentation is well-organised and updated regularly. Policies have been carefully written to provide clear guidance on procedures to follow in various circumstances, and the childminder shares these with parents.

The childminder is highly reflective and aspirational; she is very keen to do things well and get things right. She is committed to continuing her professional development and has attended a variety of training courses to improve her practice. She is committed to driving continuous improvement in her provision and has plans to develop the outside area and to add to technology resources for children.

The childminder is proactive in building partnerships to support children's learning. Parents are very happy with the service she provides. Parents particularly appreciate the time she takes to share their children's weekly experiences through e-mailed photos and video clips. The childminder has good links with the nursery children attend to plan for children's next steps in learning and development. This helps children to experience continuity in their learning and to make good progress.

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	EY468906
Local authority	West Sussex
Inspection number	940516
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	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.

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.

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