

## Inspection date

Previous inspection date

13/06/2014

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

- Children are enthusiastic learners and make good progress in their learning and development.
- Effective assessment and planning helps the childminder to monitor the success of her educational programmes and to identify any gaps in children's development.
- The childminder promotes children's self-confidence and self-esteem very well, as a result, children are happy and develop good social skills.
- The good focus on regular exercise and healthy eating helps children to understand the importance of adopting healthy lifestyles.
- The childminder promotes children's language particularly well, using good strategies to help them develop their vocabulary and confidence to express themselves.

### It is not yet outstanding because

- The childminder does not routinely seek the views of parents when reflecting on her practices and identifying areas for improvement.
- The materials for drawing and writing are not available for children to explore independently meaning that they cannot choose these activities in their free play.

## 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 all areas of the childminder's home and garden.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interaction between the childminder and children during a range of activities.
- The inspector viewed a selection of documentation including children's progress records and written feedback from parents.

## Inspector

Liz Caluori

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and child in Patcham, Brighton, East Sussex. All areas of the property are used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There currently six children under eight years on roll, five of whom are in the early years age group. The childminder also offers care to children who are over eight years.

The childminder is a qualified teacher with early years experience. She receives funding for the provision of free early education for children aged two, three and four.

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

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

- extend the partnership working with parents to include them in the self-evaluation process to help shape the provision as it continues to develop
- review the organisation of resources to provide children with more easy access to materials for drawing and writing.

### 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 way in which children learn and develop. She undertakes observations of each child and has a very clear knowledge of their individual abilities. This enables her to plan activities and experiences, which children enjoy and which support them to learn through play. The childminder involves parents well in this process. She speaks to them regularly and makes available clear written records which summarise their child's achievements. These records clearly indicate that children are progressing well in all areas of their learning. The childminder has appropriate arrangements to complete the required progress checks for two-year-old children.

Children play happily and are eager to learn. They listen with interest when the childminder speaks to them and follow instructions well. The childminder supports children to develop their vocabulary by speaking clearly and naming objects and actions as she is interacting with children. As a result, children's language is progressing very well and they are confident to share their views and to ask for what they want. The childminder also

places good focus on extending children's physical skills. She offers very regular opportunities for them to exercise and her garden provides a large, safe space for children to run around and explore.

Children play imaginative games using role-play toys including a play house in the garden. They also have opportunities to explore art, craft and writing materials but these are not generally available to them to select independently. As a result, children do not routinely choose drawing or writing in their free play.

Good arrangements are in place to support children with special educational needs and/or disabilities. The childminder has previous experience of working effectively with parents and other agencies to accommodate children's individual needs. She also understands how to work with children who speak English as an additional language.

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

Children form positive relationships with the childminder, responding well to her caring manner and approaching her for support when needed. The childminder is very attentive to their needs and listens with genuine interest, which helps them to feel secure and promotes their self-esteem well. The childminder provides a calm, friendly environment where children behave well and develop good social skills. They routinely say please and thank you and are kind to each other, for example ensuring that their friend has a drink.

Children move safely and sensibly around their environment and listen well when the childminder offers advice such as treading carefully when walking over toys. She also understands the importance of allowing children to develop an appropriate degree of independence so that they can get a sense of their own capabilities. A range of age-appropriate toys and resources are set out for children to explore. The childminder displays most of these at a low level so that children can reach them independently. The childminder also makes good use of the space in her home and garden to create an inviting environment that helps to promote children's learning.

The childminder promotes children's health effectively. She ensures that they have regular opportunities to play in the fresh air throughout the day. She also provides a good balance of more restful activities to promote their health and well-being. Children enjoy nutritious snacks and meals, which reflect their individual dietary requirements and preferences. The childminder's home is clean and she follows good food hygiene arrangements. This reduces the risk of cross infection.

The childminder has clear and appropriate arrangements to help parents prepare their children for their move to school or to another early years provision. These include inviting teachers or other professionals to her home to meet the children. The childminder also aims to ensure that children have all the practical skills and emotional security they need for the forthcoming changes. For example, she teaches them to develop independence in their dressing routines. In addition, she speaks to them positively about their new school

or setting, giving them opportunities to express any concerns or fears.

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

The childminder fully understands her responsibility to promote children's learning and development, and does this well. She regularly carries out evaluations on the activities she provides for children. She reflects on their success in promoting their learning and engaging their interest. The childminder organises each day effectively around children's care needs.

Accurate and ongoing self-evaluation helps the childminder identify the strengths of her provision as well as the areas for improvement. She has clear plans in place to extend the range of activities she offers and to continue to develop her resources. However, the childminder does not routinely seek the views of parents in order to help her shape her practice.

The childminder has completed the required safeguarding training. She has produced written policies outlining her responsibilities and the actions that she would take to respond to concerns about any child's welfare. She also understands the procedure to follow should an allegation be made against herself or anyone working or living in her home. There are a range of precautions in place to protect children including secure fencing to separate different areas of the garden. This helps to promote children's welfare. The childminder completes regular risk assessments of her home and of all planned outings. This enables her to take action where necessary to address any potential hazards.

Parents receive a range of information about the childminder's service including policy documents. In feedback prepared for the inspection, a parent indicates that they are happy with the service they receive, commenting on how happy and settled their children are. The childminder is proactive in communicating with other early year providers who share the care of children. She recognises that this helps to ensure that children receive coordinated and consistent care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY465108
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	941373
<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>	5
<b>Number of children on roll</b>	6
<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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