

<b>Inspection date</b>	04/06/2014
Previous inspection date	18/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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 quality of teaching and interaction with the children by the childminder is exemplary. She is very consistent and highly effective in supporting children's excellent progress.
- Children are very well challenged and are extremely engaged in their learning. The childminder has an extensive knowledge of each individual child and their preferred way of learning.
- The childminder has very effective processes in place to successfully evaluate and reflect on her practices, to help change and continuously improve her provision.
- Parents speak very highly of the childminder and the care and attention their children receive and they are fully informed of the progress their children are making. There are effective partnerships in place to help children make good progress.

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

- Children are not always fully supported to follow good hygiene procedures when they wash their hands.

## 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 spoke with the childminder at appropriate times throughout her observations of children's play and learning in the home and garden.
- The inspector discussed risk assessments, safeguarding, health and hygiene practice with the childminder, and about her evaluation of the provision.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector took account of the views of parents provided by talking to parents on the day and through parental questionnaires.
- The inspector invited the childminder to carry out a joint observation of children playing.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

The childminder was registered in 1998. She lives with her husband and two school-aged children in Crowborough, East Sussex. The whole of the house is used for childminding, with two toilets on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll in the early years age range. The childminder receives funding for the provision of free early education. The childminder currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The childminder has a relevant early years qualification and is an accredited childminder. She employs two assistants who hold a relevant childcare qualifications 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:

- enhance children' learning about good hygiene by reviewing the hand-washing procedures to prevent cross-infection.

### Inspection judgements

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

The childminder has a very secure knowledge of the Early Years Foundation Stage and an excellent understanding of how children learn. All children's learning is significantly enhanced as the activities and experiences they receive are as a result of meticulous, precise and sharply focused observations and assessment. The childminder monitors children's progress superbly through the completion of regular development summaries and tracking documents. She uses these comprehensively to accurately identify the children's next steps in learning and development. Consequently, the childminder is able to identify and secure any early interventions and additional support children may need.

The childminder provides an excellent range of resources and activities in both the indoor and outdoor areas to meet all areas of children's development. The resources, activities and environment are inspiring, so children are well stimulated and engaged in all areas of learning. Children are challenged very well and gain the most from each learning experience, including those with special educational needs and those who speak English as an additional language. They are encouraged to think about their play and to solve problems. For example, there is great hilarity and excitement as the younger children use different resources during drawing and pre-writing activities. While older children use

pencils and small paper the younger children are provided with a chunky chalk. This means all children are able to participate according to their own abilities.

Children also experience a wide range of activities in the outdoor area and surrounding areas, such as using the soft play and climbing equipment, and enjoying trips to the local park or sensory centre. They use these very effectively to develop their physical skills extremely well and learn to take risks and solve problems, under supervision. The garden is used well for many activities, such as planting bulbs, digging wood chippings, water play, riding on wheeled toys, and ball games. These varied experiences mean children have excellent opportunities to develop their physical skills, and explore and investigate using their senses.

The childminder's quality of teaching is excellent and her outstanding enthusiasm, engagement and motivation of the children undoubtedly reflect in their active and sustained engagement during activities. There is an extremely good balance of child-initiated and adult-led experiences that ensures there is ongoing challenge for children's age and stage of development. The childminder models language superbly and constantly talks to children within care routines and as they play. She helps children with sentence structure as she links words to actions, and encourages them to repeat words. Children hear a wide range of vocabulary because the childminder introduces more complex sentences as she plays alongside them, for example, as they make their own models from recycled items. The childminder uses books to extend children's learning wherever possible, through attending the library and encouraging children to make their own choices.

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

The childminder is friendly, warm and caring. As a result, children form strong emotional attachments to her. The younger children smile and giggle with her as they play. The childminder's responsive care helps children feel safe and secure. It also results in children feeling confident and developing good levels of independence. The childminder supports them in making decisions as she gives them choices about their play. Children are emotionally well prepared for moving on to nursery or school.

Children play well together and happily share resources. They enjoy playing with the wide range of safe and stimulating resources the childminder provides. Children respond well to the childminder's instructions and requests. The childminder has good strategies for managing children's behaviour. For example, she explains why certain behaviour is inappropriate and helps children understand the impact of their actions on their friends. She teaches them to use tools safely, explaining for example, why passing scissors is safer than throwing.

Children develop a good awareness of the need to stay healthy because of the childminder's effective interaction and planned activities. She makes good use of everyday routines to teach children about health, and she provides picture books to reinforce children's understanding. For example, while children wait for lunch they have story about

the little princes who have to wash their hands before they have their lunch. Children's responses show they are developing a strong understanding of why they need to have good personal hygiene routines as they wash their hands before meals. Children each have their own hand towel. However, at times, because the bathroom becomes busy, some children share the same towels. This means that children are not always fully supported to learn good hand washing procedures to prevent infection.

The childminder provides children with a healthy, balanced diet and easy access to drinking water. The childminder prepares the snacks for the children and they enjoy a choice at lunchtime, for example, between home made soup or toasted cheese muffins. The childminder competently teaches children about different food groups and extends their understanding of healthy eating. The childminder plans and provides a wide variety of outdoor activities in the garden and on outings. This gives children plenty of exercise and fresh air. The childminder supports children in learning to take risks and encourages them to try more challenging outdoor play equipment in local parks. As a result, children develop their confidence and physical skills. The childminder successfully teaches children about how to stay safe on outings and indoors.

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

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has a well-written safeguarding policy and related procedures to protect children while they are in her care. Documentation shows that the childminder carries out risk assessments both in her home and out in the community. She has a good knowledge and understanding of how to deal with any child protection concerns through clear written procedures. She understands the process to follow should she have concerns about the welfare of any of the children. She is also aware to ensure that children are not left unsupervised in the presence of adults who have not been suitably vetted. She appropriately notifies Ofsted of any adults who are likely to be in the presence of minded children and, where appropriate, processes enhanced Disclosure Barring Service checks. The childminder maintains all the required documentation in a professional and organised way. She uses these records effectively with parents to help safeguard and promote children's welfare.

The childminder and her two assistants have attended up to date paediatric first-aid training and understand how to deal with minor injuries to promote children's good health. The childminder understands her responsibility to promote children's learning and development and achieves this extremely well. She monitors the success of her educational programmes by assessing the progress that children are making and observing their levels of enjoyment. The childminder has recently up dated her self-evaluation to undertake more widespread evaluation of her services to identify her strengths and areas for further development.

The childminder has strong partnerships with parents to support the care and education of each child in her care. Parents comment in questionnaires that, 'The childminder is very

friendly' and that they are 'extremely happy' with the care she provides. The childminder shares information about the children's learning with the parents. She takes time to discuss what children have done, and provides care diaries for younger children. Parents view the children's learning files and are actively involved in their children's development. She makes links with other childcare providers and has appropriate arrangements in place to work in partnership with other professionals working with children, so that all children receive the support they need.

### **The Childcare Register**

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

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

## 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>	505752
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	971900
<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>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/02/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

