

Inspection date	09/04/2014
Previous inspection date	10/04/2013

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

- The childminder is skilled at interacting with children as they play to promote and extend their learning.
- The childminder is kind and caring, and this helps children to settle well and feel at home.
- The childminder effectively promotes children's understanding of the importance of healthy lifestyles.
- The childminder works closely with parents and keeps them well informed about children's progress.

It is not yet outstanding because

- The childminder has not made full use of all the opportunities for children to develop their early literacy skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled relevant documentation including children's learning records and planning documentation.
- The inspector checked the childminder's self-evaluation form.
- The inspector took account of the views of parents from information included in the childminder's questionnaires.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2009. She lives with her partner and two young children in a house in Hassocks, West Sussex near to schools, shops and parks. The whole of the ground floor of the property and two upstairs bedrooms are used for childminding. There is an enclosed garden available for outside play. There are steps into the home and out to the garden. The childminder has three cats and gerbils.

The childminder is registered on the Early Years Register and the part of the Childcare Register. She is currently minding five children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- increase opportunities for children to see print in the environment to support their developing early literacy skills.

Inspection judgements

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

The childminder has effective systems for settling new children and establishing their starting points. She gains useful information from parents about children's interests, favourite activities and abilities. This enables her to provide resources that engage and motivate children. The childminder then spends time getting to know children well and their stage of development. She systematically observes and assesses all children. The childminder carefully monitors children's progress and sees if there are any gaps in their learning. She has a good system for identifying learning priorities across all areas of learning for each child. This enables her to successfully plan challenging activities that meet all children's learning needs and help them make good progress. The childminder regularly shares her learning records with parents. This results in parents being fully aware of children's achievements and how they can support them in their learning at home. The childminder also takes into account any learning priorities parents identify and includes those in her planning. This contributes to the childminder's effective partnership with parents.

The childminder is very supportive and give children plenty of attention. She encourages children's independence but is nearby to help them when needed. Children become absorbed in purposeful play and concentrate well at activities. The childminder effectively questions children as they play and extends their language skills. As a result, young

children learn to say quite difficult words such as 'unicorn'. Children readily share their experiences, as they know the childminder listens to them and values their contributions. They become confident speakers as a result. The childminder actively promotes older children's awareness of letter sounds as they find the letters on the sticker sheets. She encourages them to think of other names and words that begin with a certain letter. Children respond well and make their own suggestions. However, there are fewer opportunities for children to see and learn to recognise letters and words around the home.

Children become active and independent learners. This is because the childminder encourages children to explore and be curious. For example, when they show an interest in the fish she talks to them about what they can see. The childminder uses everyday opportunities such as this to teach children about size and introduces mathematical language. As a result, children develop a good understanding of size, colour and shape. They thoroughly enjoy the fun and interesting sensory activities the childminder provides. For example, they learn to explore different textures such as coloured rice. Children have fun pouring and scooping the rice into different sized containers. The childminder interacts well with children and talks to them about how many scoops it takes to fill a container. This effectively promotes children's developing mathematical skills. The childminder also encourages children to think about what might happen if they take a specific action. This results in children working things out for themselves and developing the skills they need to secure future learning.

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. They smile and giggle with her as they play. Children enjoy cuddling up to the childminder on the sofa to look at books together. The childminder's responsive care helps children feel safe and secure. It also results in children feeling confident and developing good levels of independence. Children take on responsibilities such as sweeping up the rice after they have finished playing with it. The childminder supports them in making decisions as she gives them choices about their play. Children are emotionally well prepared for moving on to 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. The childminder also helps children develop a good awareness of diversity as they learn what part of the country and world their friends come from.

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. Children's responses show they are developing a strong understanding of why they need to have good personal hygiene routines as they

talk about tummy bugs. The childminder provides children with a healthy balanced diet and easy access to drinking water. Children help prepare their own meals and learn to use knives safely as they make their own tortilla wraps. 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 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. Children demonstrate a good awareness of how to stay safe indoors as they talk about what to do when the smoke alarm goes off.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She shows a good awareness of how to identify and address any child protection concerns. The childminder is fully aware of the need to report any concerns to the relevant agency. She carries out robust risk assessments and daily safety checks. This enables her to maintain a safe and secure home for children. She takes the necessary steps to minimise hazards so that children can play safely and be independent.

The childminder maintains all the required documents that help promote children's welfare. She has good systems for keeping parents informed about their children's well-being. For example, she uses a daily care diary to share relevant information with them. Parents give positive comments about the childminder's care. They say she provides an 'excellent variety of playing and learning activities and opportunities'. The childminder has formed effective links with other settings that help promote continuity in children's education and care. For example, she obtains a next steps sheet from a child's teacher. This enables her to use the information to provide activities that continue to support the child's learning.

The childminder has successfully met the actions set at the last inspection. As a result, children's safety and learning experiences have improved. The childminder makes sure that she provides the necessary care and support individual children need. She is competently monitoring and reviewing her practices and educational programme. For example, she successfully uses her assessment systems to identify and narrow gaps in children's learning. The childminder is making effective use of her self-evaluation and parent questionnaires to identify areas for development. The childminder makes good use of advice and support from her local authority to develop her practices. She also improves her knowledge and skills by attending courses arranged by a local childminding group. The childminder shows a strong capacity to maintain continuous improvements to outcomes for children.

The Childcare Register

The requirements for the compulsory 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	EY393408
Local authority	West Sussex
Inspection number	963350
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	10/04/2013
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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