

<b>Inspection date</b>	24/06/2014
Previous inspection date	11/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 make good progress in relation to their starting points because the childminder consistently uses effective teaching techniques, particularly in promoting their communication and language skills.
- Children settle well and quickly make strong attachments. This is because the childminder quickly establishes good relationships with parents and has a caring and welcoming approach. As a result, children are emotionally secure in the childminder's care.
- The childminder effectively encourages children to be independent, promoting their confidence, self-esteem and good self-care skills.
- The childminder keeps children safe through conscientious risk assessments and her secure understanding of current safeguarding procedures.

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

- Arrangements are not always fully utilised to liaise with parents about what children are learning at home, so this can be taken into account when planning activities, to extend children's good learning even 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 spoke with the childminder and children at appropriate times throughout the inspection and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies and procedures and suitability checks.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

## Inspector

Shan Jones

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her school aged child in a ground floor flat in a residential area of Worthing. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is no secure garden, but the childminder uses parks and the beach close by for outdoor play.

The childminder is currently minding four children in the early years age. She also cares for school aged children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools and attends several toddler groups on a regular basis. The childminder has an NVQ level 3 in Childcare, Learning and Development.

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

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

- provide more support to parents so that they can support and extend their child's learning at home.

### Inspection judgements

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

Children are happy and play well together in this warm and friendly setting. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans activities taking into account children's stages of development, abilities and interests. A mix of adult led and child-initiated activities ensure children remain interested and motivated to learn. Children are able to choose from a wide variety of resources and activities which support their independence and help them become independent learners. Consequently, children make good progress in the childminder's setting.

The childminder monitors children's development well. She seeks information from parents when children start and uses this to help her understand them and their learning needs. The childminder continually observes children at play and uses the information to monitor the good progress they make over time. This is clearly recorded in each child's learning journey folder and enables the childminder to successfully prepare children for their next stage in learning, such as nursery and school. The journals include photographs, creative work, observations and assessments. However, as yet, parents are not being fully encouraged to share what their children do at home, so the childminder can take this information into account when planning her activities, and further extend children's rich learning experiences. The childminder produces progress checks for children when they

reach the age of two. This provides parents with a summary of children's communication and language, physical and personal, social and emotional development.

Daily outings in addition to interesting activities in the home promote children's skills well. The childminder teaches children to recognise their colours and numbers naturally as they play. She encourages their communication and language skills as she builds their words into sentences and provides a commentary to their and her own actions. This models language to the children and helps to develop their understanding. She uses vocal and facial expression to enhance communication. Children develop their physical skills in the home and on the many outings they experience. For example, they visit the park and local children's centre. Children are creative with all sorts of different mediums from vibrant paints, glitter and tissue paper. Children carefully decorated their recycled paper creations to make an interesting heart mobile and a mask. The childminder displays pictures of the children engaged in trips to various places of interest such as the zoo. This helps to promote their sense of belonging and self-esteem.

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

Children's well-being is of high priority to the childminder. She is a kind and caring person who children relate well to. Children have a strong sense of belonging because the childminder makes them feel like they are part of her family. They are offered a warm welcome into her home, and the close bonds they form with the childminder help them to feel secure in her care. Children feel valued, their artwork is displayed on the walls and they talk proudly about their achievements. Children's personal, social and emotional development is fostered well. They are confident and independent and behave very well. Children receive lots of praise and encouragement, which further supports their confidence and self-esteem.

Procedures to prepare children for school include supporting their independence and self-care skills. This includes hand washing practices, learning to dress themselves through role play activities and helping to set the table for snack and lunch time. Children's dietary health is well supported. The childminder does not provide food for children but encourages parents to provide healthy and nutritious options in their packed lunches. Children enjoy their snack of toast and fruit. Their coordination skills are promoted as they cut their bananas and the childminder chats to them about healthy foods, and encourages them to try new things. A child suggests they make a smoothie. He carefully puts the left over fruit in the blender with milk to make a delicious healthy drink. Snack time is sociable and relaxing as children enjoy chatting amongst themselves and listening to the background music. Daily outings in the community mean that children benefit from regular fresh air and exercise. The childminder helps children learn about being safe as they practise and talk about road safety. They know they should not talk to other adults they see without the childminder's permission. This means children are beginning to learn about how to take responsibility for their own safety.

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

**provision**

The childminder demonstrates a good knowledge and understanding of the safeguarding and welfare and learning and development requirements. She has a good understanding of how children learn and ensures they participate in a wide variety of activities, which encourage all areas of learning. Since her last inspection she has significantly developed the use of observations and assessments of children. This has enabled her to track children's progress and plan effectively for their future learning needs. The childminder gathers very good information from parents when the children enter her home. This helps her to plan activities that the children enjoy, also to offer appropriate challenge and ensure children make good progress towards their next steps in learning.

The childminder has a depth of knowledge and understanding about safeguarding. This enables her to be alert and aware of the signs and symptoms which might cause her concern about children's welfare. She follows highly detailed policies and procedures, which shape her good practice. The childminder's setting is safe, secure and hygienic for children to use. Written risk assessments are in place and regularly reviewed. Children take part in fire drills and they learn to keep themselves safe as they become familiar with the evacuation procedure. The childminder maintains a record to show details of any accidents that the children have so that parents can view and sign them, to state they are aware of what has happened to their child. The childminder has an up-to-date paediatric first aid certificate, which supports her to manage any minor accidents the children may have, as part of her safeguarding measures.

The childminder evaluates and reflects on the service that she provides. She takes into account the views of children through observations of their play and of parent's views from questionnaires and discussion. The childminder also works with the local authority and gains advice to help her support individual children's needs. She accesses training to support and improve her provision which helps promote ongoing improvements to benefit children in her care.

**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

<b>Unique reference number</b>	EY423963
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	845325
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/01/2012
<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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