

Inspection date	23/07/2014
Previous inspection date	06/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Young children are happy and content in the childminder's care. They demonstrate a strong sense of security and enjoy a close relationship with the childminder who gives them a lot of her attention and time.
- Children benefit from a stimulating range of learning experiences across all areas of learning. As a result, they acquire essential skills for the future.
- Children gain lots of fresh air and exercise because the childminder plans daily outdoor activities, which effectively promotes their physical development.
- The childminder has a secure understanding of effective early learning and the observation, assessment and planning cycle, which matches children's unique needs.

It is not yet outstanding because

- Two-year-old children do not have maximum opportunities to choose from a wide range of mathematical play resources indoors because of the way the childminder stores them.
- The childminder does not fully extend good practice tips and guidance for parents to carry on their children's learning at home.

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 observed children's play activities and the childminder's interactions.
- The inspector discussed with the childminder the children and looked at their learning records.
- The inspector sampled some safeguarding documentation.
- The inspector viewed questionnaires from parents.
- The inspector went on a walk with the childminder and children.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 2005. She lives with her co-childminder husband and their two children. One is grown up and the other is at secondary school. The family live in the village of Hambrook, West Sussex and the home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding and upstairs is used for sleeping purposes only. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. The childminder has four early years children on roll who attend on a part-time basis. The childminder has a home-based childcare qualification 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:

- maximise children's opportunities to freely choose from a wide range of mathematical play resources indoors
- develop further the partnership with parents to include good practice tips and guidance for parents to carry on the learning at home.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote learning and development of young children. She meets their learning needs well and provides good opportunities for them to develop and progress. For example, she provides many opportunities for children to be active, to explore and to have a go using play resources, which are familiar and of interest to them. Children demonstrate they have fun, are well motivated and keen learners alongside the childminder who supports them well. For example, they help to put their shoes on and go outside excitedly to play with the small-world animals. The childminder extends this interest into a hiding game in the sand, which fully engages them. She effectively supports children's emerging communication skills by clearly naming the animals and repeats key words and phrases she wants them to learn. For example, 'where's the pig' and 'there it is, the pig is in the sand'. She counts with young children and introduces water into the dry sand so they can play with different textures. Children try to build with it, using different sand tools and their hands. The childminder understands how to promote their mathematical development, physical skills and understanding of the world. Children learn about living things as they care for the childminder's pet guinea pig. They observe and talk about the guinea pig and help collect

leaves for the pet to eat, when they go on a walk in the local environment. The childminder is helping young children to listen to different sounds in the environment such as a train or aeroplane, which they talk about and point to.

The childminder shows a secure understanding of child development and the requirements of the Early Years Foundation Stage. This means she can successfully plan and deliver each child's specific learning path, developing key skills for their future learning. She plans a stimulating outdoor play environment covering many areas of learning. For example, children lie on their tummies and mark make with egg shape chinks on a large builder's tray. They relate happily and with interest to the childminder who role models drawing and writing their name. Indoors, children independently choose their toy resources from the few drawers available to them in the dining area of the kitchen. However, there are just a few mathematical play resources easily accessible to children because they are stored in the under stairs cupboard. This means the learning opportunities of some toys are not fully maximised because of the way some resources are set out and stored. The childminder accurately assesses children's development in line with the Early Years Foundation Stage. She then builds on their next steps through her interactions and future planning. The childminder ensures there is a balance of adult-led and child-led play activities, which successfully meet children's needs.

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

Children are happy in this nurturing home because of the safe, supportive care they receive. They demonstrate confidence and emotional security in their surroundings because the childminder builds a strong relationship with them. For example, two-year-old children say 'come on' to the childminder and hold out their hand to her, leading her to a different play activity. They very much enjoy the social interaction and support they receive from her. The childminder gives children a sense of belonging through good systems such as having photographs of the children with their names on, which she displays in the kitchen. Children behave well and know the rules and routines of the home. They learn about road safety as they go on a short walk with the childminder who supervises them well. Children receive positive praise and encouragement, which enables them to thrive. They are encouraged to be as independent as possible. For example, the childminder encourages them with good support to use a knife at snack time and to cut up their banana.

Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. She ensures children drink plenty of water in hot weather and wear sun cream to protect their skin. The childminder encourages parents to provide nutritious lunches. She will supplement their food with plenty of fruit and vegetables because she pays good attention to helping children to eat healthy.

A healthy eating display in the kitchen encourages children to discuss the importance of a healthy lifestyle. The childminder plans lots of outdoor play, which includes plenty of play equipment in the garden, which successfully promotes children's physical skills. For example, the use of a small frame, slide and a tunnel, helps children to develop their

large-movement skills. The learning environment is rich and inviting outdoors but is less so indoors. This is because the childminder does not have any child-size furniture to use for tabletop activities and play resources, which are mostly stored in an obscure cupboard. However, resources are well organised and children can access them under supervision of the childminder. The childminder currently displays learning posters and children interests the wall above the dining table, to promote discussions during mealtimes, which is a social occasion for them.

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

The childminder is well aware of her responsibilities to meet the safeguarding and welfare requirements. She keeps well-organised records and documentation, which are complete and easily available to the inspector. The childminder has a secure knowledge of the safeguarding procedures and is alert to any child protection concerns, which she shares with parents and the Local authority as necessary. The childminder ensures hazards are minimised to keep children safe, by undertaking daily risk assessments, which she records. Her home is clean, well maintained and secure, which successfully promotes children's health and safety.

The childminder shows a strong commitment to the service she offers. Since her last inspection, she has completed her qualification in home-based childcare at level 3, which has helped improve outcomes for children. She has developed her practice and as a result, she successfully implements the Early Years Foundation Stage. The childminder is self-aware and keen on developing her practice through ongoing training, reading of early years magazines and consultation. She sends out questionnaires to gain parent's opinions on her service. All of which are very positive. The childminder monitors the effectiveness of the educational programme by reviewing children's progress in all areas to identify any gaps in their learning. The childminder builds a good relationship with parents. She has clear lines of communication with them including a flexible and understanding approach to working with them. She exchanges information regularly with parents to help ensure that she successfully meets children's individual care and learning needs. For example, she sends picture texts each day, has a verbal exchange at drop off and pick-up times and shares her well-organised learning records with them. The childminder shares children's next steps with parents and encourages them to work together on children's development such as toilet training. However, she does not always provide guidance on learning activities for the parents to do at home with their child and to extend parent's knowledge of pre-school education. The childminder has a good knowledge of working with other early years providers to promote a shared approach to children's care and learning.

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	EY311586
Local authority	West Sussex
Inspection number	843841
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	06/03/2009
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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