

Inspection date	29/09/2014
Previous inspection date	19/10/2011

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

- The childminder forms very close, caring relationships with children, which helps them settle quickly and feel secure and happy in her home.
- Children's individual needs are well met because the childminder establishes good communication with parents.
- The childminder knows children well and involves herself fully in children's play to extend their learning and compliment what they learn in other early years provision.
- Children are confident and independent in their play because the childminder gives them the freedom to explore the resources, while offering support and encouragement.

It is not yet outstanding because

- The childminder does not provide a wide range of resources to extend children's growing awareness of differences in society.

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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation and discussed children's development and self-evaluation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 1992, She lives with her husband and two older children in South Harting, Pertersfield, close to shops, parks, schools and public transport links. The downstairs rooms only are used for childminding purposes. There is a garden available for outdoor play. The family has a pet dog. The childminder's provision operates from Monday to Friday, term time only and occasionally during the school holidays. The childminder works with her husband who is registered as her assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children under eight years on roll, two of whom are in the early years age range. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school.

What the setting needs to do to improve further

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

- provide a wider range of resources to extend children's growing awareness of differences in society.

Inspection judgements

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

Children's individual needs are well met. Since the last inspection, the childminder has attended additional training on the Early Years Foundation Stage. Consequently, she has improved her ability to recognise when children are reaching expected levels of development, and to identify and promote their next steps for learning. She gets to know children quickly, observes and assesses their progress and talks with parents frequently to involve them in children's learning. The childminder talks to parents about children's interests and development at home and provides information that reassures parents that children are making good progress. Children form close relationships with the childminder and enjoy lots of cuddles. The childminder stays close to children, particularly when she has just started looking after them, which provides them with reassurance. Consequently, children are happy and motivated in their play. The childminder provides children with a positive role model. She asks questions and makes suggestions that develop children's ability to listen, think and communicate. She gets on the floor and interacts with children in a positive way as she helps them to learn new words that develop their vocabulary, and to make decisions during their play. Consequently, children persist with activities, sing with enjoyment and show independence as they continue to play with their favourite resources on their own. The childminder is observant of children's achievements and progress, particularly in relation to their language development. She gives children time to get fully involved in their play, which develops their confidence to talk aloud and express

themselves.

Children develop good control of their movements. They run, jump, skip and hop and negotiate space energetically and at high speed, avoiding obstacles safely. Children are independent and develop good self-care skills. The childminder makes paper and drawing resources easily accessible. Consequently, some children have recently started to choose to draw and have developed good pencil control. The childminder teaches children the early stages of reading and writing. She reads stories and looks at pictures with children and responds to their interest in looking at colour, number and writing. Children develop the ability to concentrate during story times and some have started to recognise and write their name. Consequently, they develop the skills they need for their future and extend what they learn when they attend other early years provision. The childminder teaches children about number and shape. She initiates opportunities for children to count during their play and at mealtimes and extends their learning when they share information with her, for example, when they talk about the number on their front door. The childminder provides opportunities for children to plant beans and sweet peas in her garden, which develops their understanding of how things grow. She successfully develops children's ability to express their ideas and use their imagination as she joins in their play. She makes their favourite resources available, such as a large doll's house and play figures, which inspires children to use their imagination to enter into role play.

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

The childminder works successfully with parents to help children settle and feel secure. She invites new children and parents to visit her as much as possible before new children start, which enables them to separate easily from their parents. As a result, the childminder forms close bonds quickly with the children. This can be seen as children who have only attended for short time talk easily with the childminder and enjoy singing new songs they have learnt at pre-school. They enjoy the close interaction as they sit on her lap for some activities. Children are happy to be in the childminder's home. They move smoothly between the childminder's home and other early years provision because the childminder meets their individual emotional needs successfully. They are well behaved and enjoy the company of older children who attend after school. The childminder is very responsive to what children say and do and embraces their independence and enthusiasm to try things for themselves. Consequently, children show confidence and determination. For example, they purposefully organise favourite play equipment on the floor and want to learn to put on their coats before going outdoors.

The childminder supports children's ability to manage their personal needs and offers help when needed. Children's good health is well promoted. The childminder talks to parents about the contents of children's packed lunches, so they are healthy. She provides mainly home cooked meals after school, which include lots of fresh fruit and vegetables. There is a good range of play equipment available for children to use indoors and outdoors. The childminder sets up children's favourite resources and encourages them to help themselves from low level storage units in her sitting room. Consequently, children are confident and independent in their play. The childminder teaches children to hold her

hand and stay close when they are crossing the road and are in the school car park. She makes sure they learn to use playground equipment safely and that they know not go too near to the ponds during outings after school. The childminder uses her good knowledge of children's individual needs to give them equal attention and include them in all activities. She makes sure that, when new children start, she talks to others and explains about the importance of sharing the toys and her involvement in their play. However, children do not have access to a wide range of resources that reflect positive images of diversity to use during their play, which compromises their growing awareness of differences in society.

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

The childminder understands her duty to inform Ofsted if there are any changes affecting her suitability or the suitability of members of her household. She has a good knowledge of child protection procedures, including the use of mobile phones and cameras and what to do if there is an allegation against her or a member of her household. The childminder has attended child protection awareness, child neglect, safeguarding practice and health and safety training. This has enhanced her knowledge and understanding of child protection procedures and her ability to recognise signs and symptoms of abuse to safeguard children's welfare. The childminder talks to parents and informs them about her safeguarding policy and procedures, including the expectation that they inform her about any existing injuries to children and how they have occurred. She records information from schools and pre-schools about any injuries children sustain during the day and alerts parents to related information in children's school book bags.

The childminder's home, including the garden, is safe, secure and suitable for the age of the children being cared for and the activities provided. The childminder complies with health and safety and fire safety procedures. She makes sure her pet dog is separated from children when they are eating, and she checks the garden before children play outdoors to maintain good hygiene practice. The childminder understands and meets the requirements of the Statutory framework for the Early Years Foundation Stage. She obtains parents' written permission for her husband, who works as her assistant, to occasionally be left in sole charge of children for short periods of time, for example, if it is raining at the time she collects children from school. The childminder and her assistant hold current paediatric first aid certificates, which gives them suitable skills and knowledge to attend to the children in an emergency. The childminder supervises children well at all times and is particularly vigilant during mealtimes if children have a cold.

The childminder monitors children's progress and revises activities to ensure that they have sufficient depth, breadth and challenge and reflect the needs, aptitudes and interests of children. Actions and recommendations made at the last inspection have been met. The childminder makes effective use of self-evaluation processes to make ongoing improvements to the provision. Since the last inspection, the childminder has improved her risk assessments so that children's safety continues to be maintained; shares her safeguarding policies with parents so they understand her child protection procedures;

and records the fire evacuation procedure which includes a plan of the exits within her home to maintain children's safety. She can clearly identify strengths and weaknesses in her practice, and she drives continuous improvement by attending training and by talking to parents and children.

Since the last inspection, the childminder has developed a better understanding of how to meet children's individual needs through her part-time work in a local pre-school. As a result, she has enhanced her ability to interact with children and promote their learning in a positive way. The childminder has clear aims to improve the organisation of her documentation. She communicates well with schools and other early years provision that children attend. She knows children's teachers well and shares information so that children receive continuity in their care and learning. The childminder communicates well with parents. She discusses children's individual needs and informs them about the children's daily activities. When new children start, she talks to parents to identify their expectations of children's behaviour and seeks their agreement for children to take part in outings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	115024
Local authority	West Sussex
Inspection number	813485
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	19/10/2011
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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