

Inspection date	29/09/2014
Previous inspection date	23/02/2009

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

- The childminder provides an inclusive environment where good partnerships with parents and children develop and, consequently, children are very happy and confident in her care.
- Children behave well and they develop good relationships with the childminder. She is a good role model encouraging good manners and kind behaviour.
- The childminder knows what children like and plans activities to enhance their learning as they play. Consequently, they make good progress in their learning and development.
- Parents report very positively on the high quality service the childminder offers.

It is not yet outstanding because

- Children do not have easy independent access to books to support their interest and imaginations, and extend their learning.
- Children have very few opportunities to see numerals in the home environment to enhance their counting and mathematical 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 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 toured the premises and viewed resources with the childminder.
- The inspector observed the childminder and children at play.
- The inspector reviewed documents provided by the childminder and letters from parents.
- The inspector discussed the childminders self evaluation form with her.

Inspector

Lynne Lewington

Full report

Information about the setting

The childminder registered in 1991 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in a residential area of Midhurst, West Sussex. She lives with her husband and two adult children. Children are cared for on the ground floor of the family home, mainly in the kitchen/dining room and the lounge, with access to a ground floor toilet and washing facilities. There is a secure rear garden with a fenced pond. The house is close to local schools, shops and pre-schools. The childminder walks to the local school and preschool to take or collect children. There are currently eight children on roll, of whom six are in the early years age range on roll.

What the setting needs to do to improve further

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

- improve opportunities for children to use fact and fiction books independently
- improve opportunities for children to see numerals in the home environment as they play.

Inspection judgements

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

Children enjoy a variety of activities both in the home and the local community which encourage their development across the seven areas of learning. The childminder gathers initial information from parents before children begin and this helps her to understand the individuality of each child from the start. Then regular discussion between the childminder and parents, about children's activities and interests, help to ensure children are encouraged and challenged effectively. The childminder observes the children and records indicate they are making good progress from their starting points. The childminder is supportive if children need additional help by working in partnership with parents and other professionals to follow appropriate advice to assist the child.

The childminder plans opportunities for the children to use resources which she knows they like. She sits on the floor with children, makes good eye contact and speaks clearly to them. This helps to encourage communication and language skills. She listens attentively and extends words into sentences for young children modelling language well. Children develop their early mathematical awareness as they count the cars and line them up and talk about size and shape. They learn to match and sort as they identify colours in their play. However, they have few opportunities to see numbers around the

home to increase this aspect of their mathematical knowledge.

Children develop literacy skills as they look at books with the childminder. They visit the library and choose books. However, they do not have independent access to both fact and fiction based books to increase their interests, encourage their imagination and extend on their learning. For example, as the childminder stores books away can only see them if they ask or are aware of what they want, once out though children are really interested in them. They use pens and pencils to draw and make patterns. They pretend to be writing and show eagerness to write their names. This effectively enhances their literacy and early writing skills well. The childminder makes good use of the garden and local parks and nature walks to encourage young children's physical skills. They regularly hunt for bugs, leaves and talk about the weather and changing seasons increasing awareness of the natural world around them. Children develop fine physical dexterity as they try to dress dolls, line up cars and fit the small world figures into them. Children hear music, sing songs and repeat action songs with the childminder. This helps them to remember words as they link and coordinate movements and actions to sounds.

Social skills develop as children meet other children and adults in the community, and on outings. They regularly visit a local old people's home to visit an elderly couple. This encourages children to learn to accept and respect people's differences, promotes conversations about families and to be considerate of others.

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

The childminder is an effective role model. She is calm, caring, happy and well mannered. This sets a positive example to the children and helps to create a happy environment for the children's care. Carefully planned introductory visits help children to settle confidently and feel secure in the childminders care.

The childminder understands the importance of encouraging children to learn to share, take turns and to recognise the needs of others in addition to their own. They learn by playing alongside each other, role play and through the example she sets. The childminder understands the importance of being consistent in her expectations but also understands that development can influence how children behave at different ages. She adapts her behaviour management strategies relevant to children's age and understanding. She talks to children, uses distraction and occasionally encourages children to sit out for a short while if their behaviour is unacceptable.

Children learn about safe behaviours in the home and on outings. They practise a fire drill to ensure the premises can be evacuated swiftly in an emergency and learn to use utensils in their play. On outings they are supervised very closely and learn about keeping safe as they look for cars as they cross the road with the childminder.

The childminder promotes a positive healthy lifestyle for the young children in her care. She encourages parents to send healthy food and ensures they have daily opportunities for physical activity. The childminder talks to children about what they are eating and

why it is good for them. Drinks are available throughout the day and children are encouraged to drink water when they are thirsty. Children show at an early age appropriate understanding of good hygiene routines as they wash their hands after toileting and before food. The childminder encourages children to develop their personal independence but is alert to helping if they need some assistance. This helps children to build confidence in their abilities.

Good use is made of the available space in the childminder's well maintained home to provide children with a safe, comfortable environment. The hall and large kitchen provide the main play areas and the lounge is used for quiet activities including sleep times. Easy access to toilet facilities on the ground floor helps to encourage children's independence. Children can access a variety of resources easily and the childminder has additional toys and equipment which she will get out for them. The secure garden is well maintained providing space for supervised games and nature hunts.

The childminder understands the importance of being aware of changes in children's lives and encourages parents to keep her well informed. This enables her to talk to children about what is happening and be supportive. She helps children to prepare for starting nursery or school by talking to them about what will happen and encouraging independence in their self care. Visits to collect and take older children to nursery or school also provide a good opportunity to talk to children about forthcoming changes.

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

Leadership and management is good because the childminder ensures each child has opportunities to undertake a variety of activities which encourage each area of learning. She knows what interests individual children and uses this knowledge to plan and adapt. This encourages children's learning as they play. She observes and monitors progress effectively and discusses with parents. This means that if concerns are raised about a particular aspect of development appropriate advice can be sought.

The childminder demonstrates a clear knowledge of all aspects of safeguarding. She risk assesses her home and outings, and takes appropriate measures to ensure risks are managed effectively. The childminder has a good understanding of child protection and the action she must take if she is concerned about a child in her care. She has undertaken a short course to enhance her understanding of this aspect of her role. The childminder is aware of the requirements of registration, including maintaining appropriate records and informing Ofsted of changes.

Positive partnerships form with parents as the childminder successfully develops good working relationships with them. She shares information, makes them welcome and is truly interested in the children and their families. Parents comment very favourably on the service she provides. For example, one parent felt the positive, happy, welcoming childminder encouraged her child to make good progress and be a confident happy child.

The childminder understands the importance of developing positive working relationships with others involved in children's care. She takes an interest in their nursery and school activities and shares important information. She follows expert advice and guidance to promote specific development when required. For example, when a child needed a nappy to be folded in a specific way to promote physical development or to help with speech and language progress.

The childminder has made many improvements since her last inspection. She reflects on her service and is proactive in ensuring required qualifications are updated. The childminder has sought feedback from parents and is proud of their positive responses. She has plans to further develop her skills and knowledge of children's early learning to enable her to feel more confident in assessing children's progress.

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	114320
Local authority	West Sussex
Inspection number	817049
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23/02/2009
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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