

Inspection date

Previous inspection date

06/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	1
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 helps children gain positive levels of confidence and a keenness to engage in play or planned activities, supporting their ongoing learning.
- The childminder provides a welcoming and safe environment that encourages children to make decisions about their play and supports their growing independence.
- The childminder works well with her assistants, ensuring effective communication that guarantees they routinely meet all children's needs.
- The childminder provides children with varied nutritious snacks and meals that help support children's healthy lifestyle.

It is not yet outstanding because

- The childminder is not routinely reviewing and using how parents are supporting children's next steps in their learning at home in learning assessments.
- The childminder is very aware of how well individual children are progressing but has not devised a successful systems that enable her to monitor specific groups of children, to ensure there are no learning gaps.

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 viewed the rooms used by children.
- The inspector observed children, childminder and assistant during play activities.
- The inspector had discussions with the childminder and assistant.
- The inspector checked evidence of safeguarding knowledge, and took account of the childminder's self-evaluation and views of parents.
- The inspector sampled a range of documentation, including children's learning assessments.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and two school age children in Eastbourne, East Sussex. The childminder regularly works with two assistants. The home is close to shops, parks, schools and public transport links. The ground floor only of the childminder's home is available for childminding. There is an enclosed garden for outdoor play with some steps up to the grassed area. The family has two dogs, fish in a tank and two rabbits outside.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, all of whom are in the early years age range.

What the setting needs to do to improve further

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

- reinforce current strategies to successfully engage all parents in supporting their child's learning at home and use the feedback to help assess children's progress
- strengthen the successful monitoring of individual children's learning progress by looking to compare groups of children to ensure learning is similar.

Inspection judgements

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

The childminder works closely with her assistants to support and encourage children's learning across all areas. She obtains good detail from parents about children's interests and individual needs before they start. This helps the childminder settle children quickly and ensure there are resources available that children like. She and her assistants observe as children play. They use the information they gain to assess children's starting points and plan activities to help them make progress. The childminder uses her child development guide to help her identify any learning gaps that need addressing. The planning takes account of children's next steps in their learning, so they have appropriate challenges as they take part in activities. For example, using scissors with modelling dough enabled a child to practise her cutting skills. The childminder provides parents with a progress check for two-year-old children, when required. These provide detail about children's personal, social, emotional and physical progress as well as their communication and language development. She has regular discussions with parents about their child's learning and routinely informs them of their achievements and next learning steps. However, she is not fully engaging with all parents to receive and use feedback about

learning at home to support her assessment processes.

Children gain much enjoyment from exploring the toys and taking part in planned activities. Resources support young children's curiosity as they explore different objects and textures. Children used leaves that had been collected on a walk to decorate their own pre-cut hedgehog and competently used the glue sticks. This activity helped with their hand/eye coordination and allowed them to explore their creativity. The activity developed other areas of learning, such as discussing the different sizes of the leaves with the older children. The younger children used other natural items to explore, such as conkers and pinecones. The childminder and assistant ably support children's developing language skills. They respond positively to toddlers babble and give children time to think of what they want to say. They sing along to children's favourite songs and encourage participation in action songs. This helps develop physical skills as well as extending children's language. Children develop in their personal, social and emotional development as they begin to play with others and share resources. They gain confidence from the relationships they have with the childminder and her assistants. This motivates them to join in with activities. These skills the childminder helps instil in children, support them in their future moves to other settings or school.

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

The childminder and her assistants develop extremely warm and nurturing relationships with children in a very welcoming, stimulating and child-centred environment. As a result, children settle quickly and are very content. Their strong emotional well-being helps them with any future moves to school or other settings. Children show they are happy, with lots of smiles and willingness to engage in play activities. Children are developing extremely well in their personal, social and emotional development as they play with others and begin to share resources. The childminder routinely discusses children's care needs with parents and fully supports children's individual needs. She provides healthy, nutritiously balanced snacks and meals that children thoroughly enjoy. This is because the childminder respects their likes and dislikes. Children can access the toilet when they need. The introduction of one-use flannels encourages children to take care with drying their hands. As a result, they are gaining effective independence as they deal comfortably with their own personal care needs. There is a covered play area outside so even in poor weather they benefit from play in the fresh air. They also go out locally and have walks in the parks. The childminder significantly promotes healthy lifestyles for children.

The childminder helps children flourish as she promotes their growing independence and confidence, encouraging them to do things for themselves. Children happily make choices about their play, having easy access to the broad range of very good quality resources. Children benefit from using the outdoor area where, for example, they can hunt for mini beasts, use ride on toys or play imaginatively in the play house. The excellent organisation of the home and careful supervision means children can explore and make play choices easily. The children practise emergency evacuation drills and learn about safe road crossing. The childminder and her assistants work exceptionally well together. As a result,

they are consistent and successful in their positive management of children's behaviour.

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

The childminder has a secure knowledge of her role in safeguarding children. She ensures her assistants have a good understanding by sharing her recent child protection training detail with them. The childminder has a strong understanding about her responsibilities and ensures her assistants are suitable, and have undergone appropriate checks. The childminder is confident about the procedure to follow if she has concerns for a child's welfare. She has valid paediatric first aid training to help her cope in an emergency situation. The childminder carries out risk assessments in her home to ensure children can access the rooms they use safely. For example, a safety gate at the kitchen means children can not enter unsupervised and the utility room is locked. The childminder completes daily checks to ensure the premises remain safe and notes any actions taken.

The childminder has a generally good understanding of the learning and development requirements. She provides good support to children to help them make progress across the areas of learning. She monitors individual children's achievements and identifies learning gaps that may need addressing. However, the current process does not go far enough in enabling the childminder to show how groups of children compare or differ over time. The childminder recognises well the benefits of working in partnership with parents and others. She knows that sharing information helps provide a positive learning experience for children. The childminder and assistants regularly reflect on their practice. The childminder's written self-evaluation shows she has a good awareness of her strengths and of areas to improve. She has development plans that include some training for the assistants, such as first aid and child protection. The childminder demonstrates a good capacity to maintain improvement.

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. 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	108844
Local authority	East Sussex
Inspection number	892497
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	11
Name of provider	
Date of previous inspection	not applicable
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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