

Inspection date	08/10/2014
Previous inspection date	14/01/2009

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 has a secure relationship with children. This helps their confidence and increasing independence.
- The childminder has a very good knowledge of children's individual needs and interests. She provides appropriate learning opportunities and children make good progress as a result.
- The childminder has a good understanding of safeguarding procedures which ensures children are protected from harm. Effective risk assessments are used to minimise potential risks and keep children safe and secure.
- Partnership with parents is good. The childminder communicates effectively with parents and this supports and extends children's learning when with the childminder and at home.

It is not yet outstanding because

- Children have less access to labels and script to further encourage their independence when choosing resources.
- There are fewer displays and resources to extend children's mathematical development.

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 activities in the indoor environment.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector viewed children's assessment documents and sampled the childminder's policies and procedures.
- The inspector viewed all of the areas accessible to children.
- The inspector gained parent's views from written feedback forms.

Inspector

Hannah Barter

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband, who is also a registered childminder and four children aged nine, seven, three and one year old, in Southwater, West Sussex. The whole of the ground floor of the house is used for childminding and one first floor bedroom for sleeping. Toilet facilities are located upstairs. There is a fully enclosed garden for outside play. The childminder walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. The family has four cats and one dog. The childminder is a member of the National Childminding Association and receives support from the local authority. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, two of these 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:

- develop resources and displays to fully promote children's mathematical development

- develop children's independence and literacy development by appropriately labelling resources.

Inspection judgements

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

The childminder has a sound knowledge and understanding of the Early Years Foundation stage framework and provides activities which cover the seven areas of learning and development. Children demonstrate confidence and enjoy the activities that the childminder plans for them. The childminder supports children's communication and language development successfully. She asks a range of open questions which encourage children to think, develop their ideas and vocalise their thoughts. For example, children included the childminder in their play whilst using small world equipment. They made cups of 'tea' and made 'cakes'. The childminder allowed the children to lead the activity but asked them what else they would like to make, and what they thought they needed to do. This extended the activity and the opportunities for children to learn.

The childminder provides opportunities to develop children's mathematical knowledge. Children sat at a table with resources needed to make cakes. The childminder asked the children what ingredients they thought they would need for their cakes. This develops

children's communication and language development and their critical thinking skills. Children placed cake cases into a tray and the childminder offered high levels of praise as the children concentrated on their tasks. The childminder asked the children to count the amount of cake cases they have and children confidently counted up to 12. Once the chocolate had melted children enjoyed stirring the other ingredients into their bowl. The childminder asked the children about the colour of ingredients and encouraged them to explore resources. Children used spoons to transfer the mixture from the bowl to the cases, demonstrating their fine motor skills. Children show good levels of concentration and independence and only ask for occasional support. However, although the childminder uses discussion effectively, there are no other resources or displays to develop children's knowledge and understanding of mathematics.

Children actively explore their environment and purposefully play with the toys on offer. The childminder supports children's play, but allows them to extend their own thoughts and ideas. She extends their language by asking questions such as 'What are you going to do next?' and 'Where are we going to go?' This also develops children's imaginations and critical thinking skills. Children benefit from opportunities to develop their literacy skills. Children have access to a variety of books which they enjoy as they sit on the sofa. The lack of labels on boxes, however, means the childminder misses opportunities to encourage children's independence and early literacy skills. She plans regular trips to the library, however, so the children can pick out a book of their choice. This encourages their love of books and helps develop their early reading skills.

The childminder has effective systems in place for observing and assessing children's development. Parents complete 'All About Me' forms which detail children's routines, favourite things, special relationships and current level of development. The childminder uses this as a starting point to plan activities for children and help them settle. She regularly observes the children and records what they have enjoyed doing, using stickers and photographs to chart their progress in learning. She writes detailed assessments every three months and reports on the children's progress in all areas of learning and development, highlighting their next steps to be incorporated into future activities.

The childminder shares assessments with parents and welcomes their comments so that children's learning is continuous and consistent. The childminder plans very loosely and based on the children's interests. Activities offer challenge for the children and make sure they make good progress towards the Early Learning Goals. The childminder also uses her knowledge of the children to know what to plan. For example, children who are not overly confident are encouraged to socialise more by attending toddler groups and meeting up with other children. This ensures that children make good progress and are ready to move onto their next stage of learning.

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

Children have a good relationship with the childminder and are confident in seeking her out for support and comfort, if needed. The childminder offers good levels of support which builds children's confidence and independence. This means children feel safe and

secure and feel a sense of belonging. When children become unwell, the childminder offers comfort and reassurance to children and deals with the situation appropriately. Children actively explore their environment and independently select resources from boxes available. The childminder provides a calm and relaxed environment, encouraging children to develop an awareness of their own safety. She offers lots of praise to children during activities and discourages unwanted behaviour with distraction techniques. The childminder talks to the children and offers appropriate questions to discuss their feelings, depending on their age. Consequently, children behave well and show good levels of cooperation during play. They work together and problem solve. For example, whilst building the train track, they tried out different pieces and took it in turns to see which was the best fit.

The childminder effectively promotes healthy lifestyles. Her garden backs onto fields and woodland and children benefit from using this space daily, particularly as the childminder's garden is undergoing renovation. They also go to local areas and country parks and this allows children to run around and develop their large movement and physical skills. Children benefit from healthy snacks throughout the day and the childminder also prepares a hot tea. Children have a good understanding of hygiene practices and are aware that they need to wash their hands before cooking and eating food.

The childminder has a very good understanding of each of the children. She confidently discusses their likes and dislikes and how she uses these to promote children's development. The childminder understands the importance of teaching children about different cultures and diversity. She caters for all children as individuals and plans activities which are suitable to their level of development. The resources provided are not gender stereotyped and include dressing up which promotes children's awareness and understanding of different cultures. The childminder takes children on outings within the local and wider environment which develops their understanding of the world they live in.

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

The childminder has a good understanding of the learning and development and safeguarding requirements of the Early Years Foundation stage. She fully understands her responsibilities to keep children safe in her care. She demonstrates a good level of awareness of safeguarding procedures and how to follow them, should she have a concern for a child's welfare. The childminder constantly supervises the children as they play and she carries out a visual check before children arrive, in order to minimise any potential risks to children's safety. In addition, there are also comprehensive written risk assessments in place for all areas of the house, garden and for any outings that the children go on. All adults living at the premises have received suitability checks to ensure that children are safeguarded effectively. Robust policies and procedures are in place, such as safeguarding, accident and illness and emergency evacuation. The childminder holds regular emergency evacuation drills to ensure the children also have an understanding of how to keep themselves safe from harm. She holds a valid paediatric first-aid certificate so she is able to provide children with the appropriate treatment, if

necessary.

The childminder has completed a self-assessment record and has clearly highlighted areas for development, such as improving the outdoor area to make it a usable space for children in all weathers. She also wants to use an online planning system to record observations and assessments as she feels this would reduce the amount of time she spends writing everything down. She understands the importance of monitoring and evaluating her practice to ensure that children have the best possible opportunities to thrive and develop. The childminder also receives support from her husband who is a registered childminder. She has a good relationship with parents and ensures that she speaks to them on a daily basis about their children's progress. The childminder also asks parents to complete feedback forms and comment on the quality of care she is providing. Parents are happy with the care that is provided. They comment that it is a 'family environment' and that they know their children are happy and 'benefitting greatly from your care.' The childminder regularly attends 'minis and minders' which is a group specifically for childminders and their children and where she can discuss activity ideas. The childminder takes and collects children from school and has a good relationship with the teachers. She understands the importance of sharing information with other professionals to ensure continuity of care and learning for all children.

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	EY304974
Local authority	West Sussex
Inspection number	814912
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	14/01/2009
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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