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| Inspection date | 09/10/2014 |
| Previous inspection date | 29/08/2012 |

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| 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 interacts effectively with children to support and extend their learning so that they make good progress.
- The childminder plans and provides interesting activities that meet children's learning needs.
- The childminder works closely with parents and keeps them well informed about their child's learning and welfare.
- The childminder regularly attends further training to extend her knowledge and skills. This enables her to review her practices and continue to improve the childcare provision for children.

It is not yet outstanding because

- The childminder has not fully developed ways in which children can choose from additional toys and resources to further extend their own learning and play.

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 indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from information included in the childminder's questionnaires and an email.
- The inspector looked at the childminder's self-evaluation form and local authority audit.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2010. She has a recognised childcare qualification at level 3. The childminder occasionally works with an assistant. She lives with her husband and two young children in a three-storey house in Newhaven, East Sussex near to shops, schools and parks. The whole of the first floor of the property is used for childminding. There are stairs leading to the first floor. The childminder has one cat. The majority of the enclosed garden is available for outside play. There are steps in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local toddler groups on a regular basis. The childminder is currently in receipt of funding for early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- increase opportunities for children to independently make choices from resources and initiate their own play.

Inspection judgements

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

The childminder has good systems for finding out about new children's abilities and interests. She works closely with parents and finds out what they know about their children. This enables her to plan and provide activities that she knows children will enjoy and help them settle. As a result, children settle quickly and become absorbed in purposeful play. The childminder competently observes and assesses all children. She accurately identifies any gaps in children's learning and plans further activities that help them to continue to make good progress. The childminder focuses well on providing activities that are tailored to meet children's individual learning needs. She fully involves parents in children's learning and assessment. The childminder keeps parents well informed about their children's progress. This enables them to work well together to promote children's learning.

The childminder competently challenges and extends children's learning as they play so that they make good progress. She gives good support and actively promotes their language skills. For example, the childminder asked children questions and encouraged them to share their experiences during the inspection. As a result, children become confident speakers who readily talk about what they are doing. The childminder taught

them letter sounds as they played matching games together. She provided fun activities where children developed a good awareness of colours as they sorted and matched different shapes. Children thoroughly enjoyed investigating the soap foam and spent a long time using their senses to explore the texture. The children become active learners who are enthusiastic and well motivated to learn. Children enjoy a wide range of stimulating activities that cover all areas of learning. However, the childminder is not making full use of low-level toy storage to support children in developing their own play and ideas to extend their learning through play.

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

The childminder is caring, supportive and friendly. As a result, children form strong emotional bonds with her and show they feel safe. They enjoy being with her and they have fun together. The childminder promotes children's independence and self-care, for example, as she encourages them to help tidy up after an activity. Children behave well and respond positively to the childminder. She teaches children to share and take turns. This supports children in developing good social skills so they are ready for moving on successfully to school.

The childminder creates a homely environment where children feel settled and secure. She has a wide variety of resources that she uses competently to challenge and extend children. However, these are not always easily accessible so children can make their own choices. The childminder extends children's learning experiences by taking them on interesting outings such as to farms where they pick produce and learn what is good to eat. She also used a French teacher with the children until recently so they could learn some French language.

The childminder actively promotes healthy lifestyles and promotes children's understanding through discussion and everyday practices. She encourages children to eat well and to exercise. Children enjoy plenty of outdoor play in the garden and on outings. They adopt good personal hygiene practices such as washing their hands after messy play and before eating.

The childminder helps children develop a good understanding of how to stay safe. For example, they learn what to do in the event of a fire as they practise emergency evacuation. The childminder also teaches children how to cross roads and stay safe on outings.

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

The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has all the required documentation in place and maintains it competently. The childminder makes good use of the records, working with parents to help promote children's welfare. She has a good

understanding of how to safeguard children as she keeps her safeguarding training up to date. This means that she is fully aware of the correct procedures to help promote children's well-being if she has a child protection concern. The childminder carries out robust risk assessments and effectively minimises hazards. This enables her to maintain a safe and child-friendly environment where children can move around freely.

The childminder competently meets the learning and development requirements of the Early Years Foundation Stage. She effectively monitors and reviews her educational programmes by using the ongoing assessment documents to see where there are gaps in children's learning. The childminder adapts her planning as needed to make sure she is helping all children achieve. She has good procedures in place for working with parents, other settings and agencies to provide consistency of care and learning for children. Parents state that they are very happy with the care provided. They like the use of the daily diaries and learning records to keep them informed.

The childminder has effectively met the recommendations made at the last inspection. This has resulted in improvements, for example, to children's awareness of safety. The childminder has a realistic view of her strengths and weaknesses. She is taking robust steps to improve her knowledge and skills. The childminder has attended a variety of childcare courses that have helped her identify areas for development. She is currently looking at how individual children learn and how she can best support them. The childminder has also accessed advice from the local authority and is implementing their ideas. For example, the childminder is now using questionnaires with parents to include their input in her self-evaluation. The childminder shows she has a strong capacity and motivation to continue to improve outcomes for children.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | EY419485 |
| Local authority | East Sussex |
| Inspection number | 985986 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 29/08/2012 |
| 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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