

Inspection date	17/10/2014
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children enjoy a wealth of stimulation and exciting activities delivered by a highly skilled and enthusiastic childminder. As a result, children are making excellent progress in their learning and development.
- The childminder assesses and monitors children's learning and development extremely well. This contributes to children making excellent progress in their overall development.
- Children's well-being and safety are paramount to the childminder. Consequently, she has extremely robust procedures in place to safeguard children and effectively supports their growing understanding of how to keep themselves safe and healthy.
- Partnership with parents are a key strength and make an excellent contribution towards the childminder being able to effectively meet children's individual needs.

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 childminder's home and garden.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's development records, evidence of the childminder's qualifications and safeguarding procedures.
- The inspector took account of the views of parents and children spoken to on the day of inspection, as well as parents' written comments and the childminder's self-evaluation.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2004. She lives with her two children in Crawley, West Sussex. The eldest child attends college and the youngest child attends school. Children play on the ground floor only of the childminder's home and there is a ground floor toilet. Children use the open-plan sitting room, play room, kitchen and dining area. There is an enclosed rear garden for outdoor play. Children use the first floor only for overnight care. The family has a dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, of whom four children are in the early years age group. The childminder regularly cares for children over the age of eight years. The childminder drives to local schools to take and collect children. She attends carer and toddler groups; she takes children to the library and to play in the nearby park. The childminder has a National Vocational Qualification in Childcare and Early Years Education at level 4.

What the setting needs to do to improve further

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

- enable younger children to be fully involved in snack and meal times alongside their friends in order to support their social skills.

Inspection judgements

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

Children are highly motivated and show great enthusiasm as they play and learn. This is because the highly knowledgeable and skilled childminder supports children's progress and development extremely well. The childminder has an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She is dedicated and enthusiastic in her work and is highly skilled at fostering a love of learning and providing children with opportunities to achieve the best they can taking into consideration their starting points. An extremely effective system of observation and assessment enables her to plan specifically for the individual needs and interests of each child to support progression. She uses a highly effective balance of adult-led and child-initiated activities to ensure that children take the lead in their own learning. The childminder's effective use of the progress check for two-year-old children and ongoing summary reports enable her to identify when early intervention may be needed. This helps to ensure that all children receive the appropriate level of support. In addition, the childminder uses summary reports purposefully to monitor how well all children are progressing in each development area. Parents receive information about the types of events their children may participate in. Therefore, parents are fully involved and well prepared in supporting learning at home.

There is an exceptionally sharp focus on helping children to acquire communication and language skills and on supporting children's physical development. When out walking children excitedly explored nature gathering up leaves blowing about in the wind. The childminder engages purposefully with children. She is skilled at using effective teaching methods, such as making excellent use of open questions. The childminder encouraged children to look up and watch the leaves blowing around introducing words such as swirling and blustery. Questions such as 'how does it feel?' and 'what do you think will happen next?' ensure children are interested and fully challenged in their learning. In addition, when out walking, children enjoyed jumping on icy leaves and exploring the crunching sounds this made. The childminder expertly enhances activities which complement children's spontaneous interests. For instance, when children noticed a caterpillar when out walking the childminder introduced activities such as making an alphabet caterpillar and reading books. The childminder positively interacts with young children as they excitedly explore the contents of a discovery basket. She encourages the children to explore the texture of different objects by touching, squeezing and rolling items. This effectively promotes their curiosity and investigative skills.

Children relish looking at books; they snuggle in next to the childminder eagerly listening to the story. The childminder effectively develops their listening skills by asking them to find different characters within the storyline. In addition, the use of puppets and toys enhances children's listening skills, curiosity and enjoyment of books. Topics such as 'books are fun' introduce children to an extensive range of storybooks, poetry and rhymes. As a result, young children have excellent opportunities to develop their early literacy skills. All children enjoy being creative by playing in, cutting out and drawing, using an excellent range of creative media. Children create patterns when painting and the childminder draws their attention to the simple shapes and patterns in pictures, seeking children's views on what they can see. Children confidently use mathematical language to describe what they see. For example, 'this side is long and this is short'. Due to the excellent range of activities and learning opportunities available to the children, they are prepared extremely well for moving on to school.

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

The childminder is warm, affectionate and highly skilled at sensitively supporting the well-being of children. Children feel extremely secure and comfortable in the setting. This is because the childminder implements an excellent settling-in procedure for each child and uses this time to effectively find out about children's individual needs, likes and dislikes. The childminder uses this information to plan activities and underpin future learning. Children's behaviour is excellent. The childminder sets very high standards and expects high standards from the children, creating a harmonious atmosphere and respect for others. Children receive consistent and meaningful praise and encouragement, enabling them to develop excellent levels of self-confidence and self-esteem. Consequently, children develop a very good sense of belonging and develop excellent progress in their personal, social and emotional development.

The environment is very well presented to encourage children's independence. Resources

are easily accessible for all children, so that they are able to initiate their own learning. The children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, they use trowels to dig in the garden, move soil to investigate mini-beasts and independently fill up watering cans to water plants. The childminder makes tidy up time fun by introducing rhymes and dance as children put play items away. Resources are attractively labelled so children of all ages can quickly identify where play items are stored, creating a strong sense of belonging. Children celebrate difference such as visiting a Hindu temple to observe different forms of worship. This heightens their awareness of the different communities within their local environment.

Children's safety and well-being are central to everything the childminder does. The childminder skilfully observes children's play and gently reminds them of any dangers. For example, she offers explanations based on the children's individual abilities of potential danger. She also teaches the children about the importance of staying close together on nature walks and playing in the park. The childminder uses robust risk assessments to look at children's personalities, level of understanding and ability to ensure that potential hazards to all children are minimised. Consequently, children confidently assess risk and learn to keep themselves safe. Children carefully follow excellent hygiene routines and they are gently reminded of the importance of washing their hands before lunch and snack time, and when returning from nature walks. The children have regular access to an extensive variety of stimulating resources in the outdoor environment. This enables them to develop excellent physical skills and contributes to a healthy lifestyle.

The childminder provides home-cooked, healthy and nutritionally balanced meals and snacks. Children's independence skills are promoted exceptionally well at meal and snack times as they have opportunities to pour their own drinks, cut up their own fruit and spread butter on bread. They confidently slice bananas, pears, and melon for snacks. As they prepare fruit the childminder takes this opportunity to discuss with them the firm skin of the pear, how we peel bananas and the seeds and juice of the watermelon. Children become animated as they discuss where and how watermelons are grown and the many different types of melon. This encourages children to try new food and contributes to the excellent opportunities to enjoy healthy and nutritious meals and snacks. Although children sit around the table together creating a very social occasion younger children sit in highchair away from the main table. This slightly reduces opportunities to support their social skills and join their friends at mealtimes.

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

The childminder prioritises children's safety and has a thorough awareness of safeguarding issues. She is fully aware of the procedures to follow and who to contact in the event of any concerns about a child in her care. The childminder regularly undertakes safeguarding training and follows appropriate procedures to protect children at all times. She has a wide range of policies and procedures, children's personal details are stored safely and attendance registers are maintained which successfully underpin her daily practice. For

example, she has a rigorous risk assessment in place for outings, which assists her in safeguarding against any risks to children. In addition, the childminder uses robust risk assessments for all areas of the home and garden; this ensures children's safety remains paramount.

The childminder holds a childcare qualification and has used her extensive knowledge and experience to establish an excellent childminding service and to help children make rapid progress in their learning and development. The childminder monitors and evaluates the delivery of the educational programmes to ensure children are highly motivated, challenged and achieving their individual targets. The childminder is totally committed to continuous professional development and has attended a wealth of courses to improve and maintain her exceptional practice. The childminder has completed a thorough and accurate self-evaluation taking into consideration the views of parents and children. She targets areas for improvement well and therefore shows how she improves outcomes for children. For example consistently reviewing the learning environment, activities and toys on offer to ensure children remain extremely well challenged.

The childminder has established highly effective partnerships with parents to fully support consistency in children's care, learning and development. They are warmly welcomed and positively encouraged to be actively involved in the children's learning. Parents contribute extensively to the initial assessment of their children throughout the gradual settling-in procedures. The childminder uses a 'wow' board for parents to share children's interests and achievements at home. This enables her to plan activities to meet children's individual needs and interests. As a result, all parents are actively involved in every stage of their child's learning. The childminder talks to parents about how to support their children's learning at home offering ideas on activities specifically for each child's individual stage of development. In addition, parents receive regular newsletters on forthcoming events and topics, such as outings to local farms to celebrate Halloween and the topic of 'books are fun'. This gives parents the opportunity to compliment activities at home that take place at the setting. Parents are extremely complimentary about the care and education on offer. They state that their children are always very happy to see the childminder and that they enjoy the many activities on offer. In addition, parents enjoy reading their children's progress records, early years report and memory books which include photographs of their children enjoying the extensive range of activities on offer.

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	EY292890
Local authority	West Sussex
Inspection number	826970
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	19/09/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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