

<b>Inspection date</b>	20/10/2014
Previous inspection date	10/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder is caring and supportive. As a result, children form strong emotional attachments to her.
- The childminder provides healthy meals that contribute to children's good health.
- The childminder keeps parents well informed about their children's achievements and welfare. This enables them to work successfully together to support children's care and learning.
- The childminder makes good use of training courses to identify areas for development and to continue to improve outcomes for children.

### **It is not yet outstanding because**

- The childminder has not fully extended the ways in which she can help children learn to value and respect differences in society.

## 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 compulsory part 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 relevant documentation and the learning records.
- The inspector took account of the views of parents from information included in the childminder's questionnaires.

## Inspector

Alison Weaver

## Full report

### Information about the setting

The childminder registered in 2009. She has a recognised childcare qualification at level 3. She lives with her husband and two older children. They live in a house in Crawley, West Sussex near to shops, parks and schools. The whole of the ground floor and a first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder has one dog.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently minding four children in the early years age range. The childminder attends local toddler groups on a regular basis. The childminder is currently in receipt of funding to provide free early education for two-, 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:

- further increase resources and activities that reflect and promote diversity to help to support children's developing awareness of the wider world.

## Inspection judgements

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

The childminder works effectively with new parents to help children to settle. She gains helpful information from them that enables her to meet children's needs and routines. The childminder also successfully uses the information to plan enjoyable activities for children that reflect their interests and abilities. This helps children feel at ease and confident as they separate from their parents.

The childminder competently uses an online computer software system to record her observations and assessments of individual children. This system supports her in planning challenging and interesting activities that narrow gaps in children's learning and meet their needs. As a result, children continue to make good progress towards the early learning goals. Parents have easy access to the online system so are well informed about their child's progress. The childminder actively encourages parents to be involved in supporting children's learning at home. For example, the childminder suggests resources that parents can obtain to develop children's skills in a particular area of learning.

The childminder interacts effectively with children and meets their needs. At the inspection, she talked to children as they played and encouraged their responses. Children showed good communication skills as they made sounds and gestures to express their wants and feelings to her. They smiled and giggled as they played happily with their

favourite toys. The childminder provided stimulating resources and used them well to help promote children's learning. She encouraged children to explore independently and investigate their surroundings and the resources. As a result, children become active and independent learners who enjoy the learning experiences provided. They showed curiosity and became absorbed in seeing what happened when they moved objects. For example, they loved playing with wheeled vehicles and moving the parts on toys to make them spin round. Children enjoyed investigating what happened when they pressed the buttons on toys and banged on the drum. The childminder actively promotes children's love of books and early literacy skills. She created a 'story cave' for children to sit and look at books. Young children became fascinated with the pictures in the books and spent a long time looking at them. Children of all ages are developing very well as they learn through purposeful play.

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

The childminder is friendly, warm and kind. She gives good emotional support to children. At the inspection, she comforted and reassured children when needed. They showed they have formed strong emotional bonds as they went to her for cuddles and support. Children showed they feel secure, happy and settled as they moved around confidently. They demonstrated that they are developing well in the skills they need to move on successfully to schools and other settings. For example, they show good levels of independence as the childminder encourages them to do things for themselves. This results in children who have good self-care skills, such as being able to change their clothes and feed themselves. Children form good relationships with others and behave well. They play happily alongside others. The childminder has effective strategies for helping children to develop a good understanding of what is acceptable behaviour. She uses praise and encouragement to build children's self-esteem and confidence.

The childminder has a broad range of toys and equipment. She varies what she has available to meet children's individual needs. The childminder makes good use of toy libraries to extend the learning experiences and engage children in further fun activities. She plans activities and has resources that she uses to help children develop an awareness of the wider community. However, the childminder has not fully developed opportunities to further promote children's increasing understanding of positive differences in the world around them and other ways of life.

The childminder competently promotes children's awareness of the importance of healthy lifestyles. Children adopt good personal hygiene routines through the everyday practices promoted by the childminder. She provides children with a healthy diet and plenty of exercise. She teaches children about what is good to eat and this fosters their awareness of the importance of eating well. The childminder takes children to parks and soft play areas to use equipment that is more physically challenging. This helps children develop good coordination and control as they learn to safely and confidently move and use their bodies in different ways.

The childminder competently teaches children about safety. She helps them develop a

good understanding of how to stay safe as they practise emergency evaluation. The childminder uses well-planned outings to successfully promote children's awareness of road safety and stranger danger.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements the requirements successfully and has all the required documentation in place. This supports the smooth running of her provision and helps to promote children's safety and welfare. The childminder has a good knowledge and understanding of safeguarding procedures. She is fully aware of her role and responsibility if she has a child protection concern. The childminder maintains a safe and secure environment for children. She takes robust measures to minimise hazards to children so that they can move around freely and safely.

The childminder forms effective partnerships with parents. They work closely together and this contributes strongly to children's continuing progress. Parents gave very positive comments about the childminder. They stated that they like the daily feedback and the varied activities she provides. The childminder has good systems for working with agencies and other childcare settings. This enables her to provide continuity of care and learning for individual children.

The childminder makes effective use of her observation and assessment processes to monitor and review her educational programmes. This enables her to adapt her planning as necessary to help narrow any gaps in children's learning and development. She regularly reviews her resources to make sure they provide challenge for children and meet their needs. For example, she recently introduced puzzle bags and story sacks to help extend children's learning.

The childminder has successfully met the action and recommendation set at the last inspection. This has resulted in improvements to safety and the provision of more challenging learning experiences for children. The childminder demonstrates that she has a realistic view of her strengths and weaknesses. She has made good use of training courses to evaluate and develop her practice to benefit children. The childminder takes positive steps to address areas she accurately identifies as needing further development. For example, she obtained a builders' tray to increase opportunities for children to explore different textures and materials using their senses. She is also planning to obtain a wider variety of construction activities for children to support their increasing mathematical and physical skills. The childminder shows a willingness to continue to access courses to help her improve outcomes for children.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY390326
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	815948
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2009
<b>Telephone number</b>	

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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

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