

Inspection date	05/11/2014
Previous inspection date	15/06/2009

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 follows children's home routines and provides resources that reflect their interests. This results in children feeling emotionally secure and happy.
- The childminder plans and provides a wide variety of interesting and stimulating activities. Children enjoy the activities and learn as they are having fun.
- The childminder effectively observes children and assesses their progress. This enables her to plan challenging activities that meet their individual needs.
- The childminder forms good relationships with parents that enable them to work effectively together to support children's care and learning.

It is not yet outstanding because

- The childminder's use of very large toy storage boxes makes it less easy for children to help themselves to resources.

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 the childminder's questionnaires.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2000. She has a recognised childcare qualification at level 3. She lives with her adult daughter in a house in Southwater, near Horsham, West Sussex. The home is in a residential area near to schools, parks and shops. The whole of the ground floor of the property and an upstairs bathroom are used for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children in the early years age range. The childminder also offers care to children aged up to 11 years. She takes the children to local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- improve further the organisation and storage of resources to increase children's opportunities to make choices independently 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 works successfully with new parents to find out about children's abilities and interests. She uses the information competently to plan settling in times for new children. The childminder makes sure she has children's favourite toys and follows familiar routines. As a result, children settle quickly and easily. The childminder makes good use of her online observation and assessment systems to identify learning priorities for all children. She thoughtfully plans themes and activities that she knows will engage children and help them make good progress in their learning. The childminder makes sure that parents are kept fully informed about the planning and children's progress. They are able to access the learning records at any time and see how well their child is achieving.

The childminder interacts skilfully with children as they play to support and extend their learning. As a result, they make good progress in relation to their abilities when they start with her. The childminder talks to children and helps them develop good communication skills. For example, at the inspection she was encouraging young children to respond with sounds and facial gestures. They listened to her and smiled in response. The childminder played with children and encouraged them to explore and investigate. This results in children becoming active learners. Young children had fun peeping in the treasure basket and finding exciting things to feel and explore. They used their mouths to feel the wooden apple. They showed curiosity and interest in the shakers and instruments. Young children

readily engage in new experiences and learn about their world with good support from the childminder. For example, the childminder showed them how they could make sounds with the instruments and they started to copy her movements. The childminder provides a wide variety of interesting and challenging activities and outings for all children that help them make good progress across all areas of learning. Children develop well in the skills they need to secure future learning.

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

The childminder forms warm, caring relationships with children. She gives children the emotional support they need so that they feel content and happy. She responds quickly to their needs and provides consistent care as she follows their home routines. The childminder cuddles and reassures young children when needed and this helps them feel safe. She teaches older children about how to stay safe as they practise emergency evacuation. The childminder reinforces safety messages at home and on outings. This helps children develop a good understanding of safety.

The childminder has good strategies for helping children learn to manage their feelings and behaviour. She helps them develop good social skills as she encourages them to share and take turns. The childminder promotes children's self-care skills effectively by giving them the opportunities to try to do things for themselves. For example, at the inspection she encouraged very young children to feed themselves. Overall, the childminder supports children's developing independence well as she creates a child friendly environment where children can move around freely and safely. The childminder has plenty of interesting and stimulating resources for children to choose from. She has clear-sided toy boxes so children can see what is available. However, the boxes are very large and difficult for children to access without adult help. This is slightly less effective in promoting children's independence and ability to initiate and extend their play.

The childminder promotes children's health effectively. She works closely with parents and agencies as needed to help ensure children stay in good health. The childminder provides a range of healthy home cooked meals that children enjoy. She teaches children about good personal hygiene practices and helps them understand why they are important. She provides plenty of outdoor play where children develop good physical skills and coordination. The childminder helps very young children develop their physical skills as she rolls balls to them and they hand them back to her. She supports and encourages very young children as they try to stand unaided and take steps. This gives them the confidence to try again.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She maintains all the required documentation. This contributes to the smooth running of her childcare provision and enables her to work successfully with parents to promote children's safety and well-being. The childminder shows a good awareness of how to safeguard children and deal with any child protection concerns. She takes effective steps to minimise hazards to children so that they stay safe.

The childminder forms good working partnerships with parents, agencies and other settings. There is a good two-way exchange of relevant information that contributes to children's well-being. Parents stated that they are happy with the communication from the childminder and like the online computer system. They said that they like the varied activities and healthy meals she provides. Parents commented that the childminder provides a 'safe and nurturing environment' for their children.

The childminder is well focused on making sure her educational programmes meet children's needs. She competently reviews and evaluates the activities to identify if they are successful or not in narrowing gaps in children's learning. The childminder makes good use of parent questionnaires to get their feedback about her practices. She demonstrates she is keen to continue to improve her knowledge and skills by the fact she has completed a childcare qualification and regularly attends other childcare courses. The childminder also gains ideas from fellow childminders. For example, she recently introduced a 'feelings area' with children, where they can express themselves and learn to manage their emotions. The childminder has successfully met the recommendations made at the last inspection. For example, she has improved her knowledge of the Early Years Foundation Stage and how to assess children effectively. The childminder shows a strong capacity to continue to improve outcomes for 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	114839
Local authority	West Sussex
Inspection number	817053
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/06/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

