

<b>Inspection date</b>	03/11/2014
Previous inspection date	05/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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**

- Children form very positive bonds with the childminder. As a result, they feel safe, secure and happy in her care.
- The childminder uses a range of teaching techniques, activities and resources, to help children make good progress in their development and learning.
- The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, she cares for children in a safe and secure environment, and effectively promotes their welfare.
- The childminder fully fosters partnerships with parents, which ensures that children receive consistent support to enhance their learning and development.

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

- The childminder does not take all opportunities to use labels or print around the environment. Therefore, she does not consistently promote children's ability to identify resources and make independent choices.

## 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, her self-evaluation form and discussed her plans for improvement.
- The inspector examined documents and the records of children's learning and development.
- The inspector took account of the views of parents from their written feedback.

## Inspector

Shan Jones

## Full report

### Information about the setting

The childminder registered in 1989. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children, one of whom is aged over 18 years, in a house in Hurstpierpoint, in Hassocks. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and two cats. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll in the early years age group and they attend for a variety of sessions. She operates from 7.30am to 6.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

### What the setting needs to do to improve further

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

- strengthen the use of labels and print to encourage children to learn that words have meaning.

### Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands how children learn. She carries out observations, which she uses to assess children's progress and plan for the next steps in their development. The childminder learns about children's likes and dislikes, and their interests and abilities, from initial discussions with parents. She plans for children's individual needs and incorporates their identified next steps in learning and their particular interests, to ensure they progress well. The childminder produces learning journals for the children that contain her observations and assessments, photographs of children engaged in activities and the identified next steps in learning. She completes the required progress checks for children aged two years and shares these with their parents. Therefore, she promotes children's learning well and helps them make good progress.

The childminder promotes children's communication skills very well. As a result, they engage in good conversations with her about their home lives, nursery experiences and their interests. They learn to listen to each other and talk to adults and each other during group activities. As a result, children have high levels of concentration and self-control, and develop good communication and listening skills. These skills help prepare children well for the next stages in their learning and for school. Children enjoy spending time with the childminder who interacts extremely well with them. They giggle alongside her as they

play and show that they have confidence to explore the resources set out for them. They particularly enjoy playing games, such as matching cards by colour to the correct post box.

Children move around the home independently, and generally help themselves to the available resources. However, the childminder does not fully consider how to encourage children to identify the contents of toy boxes, for example, through labelling and picture prompts. This means she does not fully promote opportunities for children to make independent choices. Nevertheless, children are enthusiastic and keen to engage in activities. For example, they become engrossed in playing with the dinosaurs and had lively conversations with the childminder about their habitats and eating preferences. To offer challenge and interest children further, the childminder showed children the various dinosaurs and discussed fascinating facts from a reference book.

The childminder provides good opportunities for children learn to express themselves through art activities. For instance, they used their imaginations well as they painted pictures of fireworks. The childminder asked children about the colours they were using and about the different features of their work, which encouraged children to share their ideas. The childminder celebrates different cultural events with children, and provides them with a range of toys and books that reflect positive images of diversity. As a result, she promotes children's understanding of diversity and the wider world well. Overall, children are gaining the necessary skills for their future learning.

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

Children are happy and relaxed in the childminder's care and form close relationships with her. The childminder provides a warm, homely environment, which significantly helps children to feel comfortable and emotionally secure. Therefore, children are making strong attachments with her as she consistently promotes their emotional well-being. The childminder encourages children to become very independent in their self-care from an early age. For example, she always encourages them to help dress themselves and to learn how to manage their own toileting and hygiene needs. This ensures that children develop high levels of independence as they move towards their pre-school and school years. Children are learning to follow routines well, for example, as they are encouraged to tidy up after activities and before mealtimes. As a result, children also learn about safety and how to take care of resources. The childminder is a good role model and uses appropriate explanations to provide children with a clear knowledge of acceptable behaviour, at a level they understand.

The childminder treats the children with respect and uses lots of praise and encouragement to promote their self-esteem. She promotes their health and well-being effectively, for example, as she teaches them to wash their hands before eating and after using the toilet. Children's individual dietary needs are well known. The childminder has an understanding of nutrition and the requirements of a varied, healthy and balanced diet. Parents provide their children's meals and the childminder ensures these are stored and heated appropriately, so that they remain fresh and consumable. The childminder provides

healthy fruit snacks and drinks are readily available for children. Younger children's needs are supported well, through an established routine for sleep and mealtimes. Consequently, children are content and develop a good sense of well-being. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. They develop their confidence as they play on the outdoor equipment at the childminder's home, or use the large equipment at local parks and toddler groups.

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

Since the last inspection, where the childminder received a number of actions for improvement, the childminder has implemented effective changes in her setting. She has attended a training course on safeguarding children, improving her knowledge and understanding of safeguarding issues. The childminder knows the procedures to follow should she have concerns about a child. She understands the importance of keeping clear records of any concerns she may have, and quickly accessing help and advice should this become necessary. The childminder ensures she maintains the required ratios at all times and keeps children secure and safe in her home. She holds a valid paediatric first-aid certificate, which means she is able to take appropriate action in the event of any accidents and injuries. She keeps an accurate record of the names and full details of children that she cares for and the hours they attend. She has also obtained written parental permission to take children on outings. The childminder has improved the planning and assessment processes, so that children receive an enjoyable and challenging learning experience that meets their individual needs.

The childminder ensures that there are suitable hygiene arrangements in place, in relation to cleanliness in her home and for the provision of food and snacks. This helps her to effectively promote children's health and well-being. Written risk assessments are in place, which show how the childminder has identified and minimised hazards to ensure children's safety. She also maintains a record of the fire evacuation drills that children take part in. These clearly show whether she has encountered any problems and how these were resolved. Consequently, the childminder has successfully met the actions and recommendations from the last inspection and improved outcomes for children.

The childminder is committed to continuous professional development and values the support she receives from the local authority advisory service. She uses self-evaluation effectively to identify any areas for improvement and has addressed the actions and recommendations from her previous inspection. She is fully committed to implementing the learning and development requirements of the Early Years Foundation Stage. She works hard to support children's learning and development, providing a wide range of experiences that engage and challenge children.

The childminder builds strong partnerships with parents, because she provides a friendly and welcoming service. She takes time to find out about their child's needs, which helps her to plan for their individual care and education. She asks for and values parents' suggestions, which help her to develop and improve her practice. The childminder attends

local childcare forum meetings and has close links with local schools and pre-schools. This helps her to build strong professional partnerships and to share good practice ideas. As a result, children benefit from the childminder's proactive and positive approach to their learning and care.

### **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

<b>Unique reference number</b>	114576
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	979787
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/02/2014
<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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