

Inspection date	10/11/2014
Previous inspection date	22/09/2010

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 is warm, caring and friendly and this helps children feel at ease and confident.
- The childminder supports children effectively as they play to promote their learning.
- There is a good two-way exchange of relevant information that enables the childminder and parents to work successfully together to meet children's needs.
- The childminder demonstrates she has a good awareness of how to keep children safe in the home and on outings.

It is not yet outstanding because

- The storage of resources in very large toy boxes makes it difficult for some children to see what is available and make choices independently.

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 2010. She lives with her husband in a house in Crowborough, East Sussex near schools, shops and parks. The whole of the ground floor and two upstairs bedrooms are used for childminding. There is an enclosed garden available for outside play. The childminder has one dog, one cat and two rabbits.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age range. She also offers care to children aged up to 11 years. The childminder takes 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 the organisation of the resources to further support children's increasing independence.

Inspection judgements

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

The childminder has good systems for settling children in. She works closely with parents and finds out what they know about their children. The childminder obtains helpful information from parents, which enables her to meet children's needs. She observes and assesses children consistently to help make sure they are continuing to make good progress in their learning. The childminder competently identifies learning priorities and plans challenging activities that meet children's needs. As a result, children are achieving and developing the skills they need to move on to schools and other settings successfully. The childminder keeps parents well informed about children's progress as she regularly shares the learning records and summary reports with them. She values any comments and observations parents make about their child's abilities and changing interests. The childminder uses their input effectively in her planning of further activities to extend children's learning.

The childminder gets to know the children well. This enables her to provide activities that reflect their interests and engage them. As a result, children enjoy learning as they play with their favourite toys. At the inspection, children concentrated well at a range of stimulating activities. They were happily absorbed in playing with the toy kitchen, food and utensils. Children showed good levels of independence as they confidently explored and investigated the resources. However, some of the large toy boxes have a variety of different resources all mixed up together so it is sometimes difficult for children to choose

toys they want to play with and initiate their own play.

The childminder encourages children to work things out for themselves as they play so they became active learners. Young children were finding out what happened when they put the spoon through the hole in the brick. They were showing good coordination as they pressed buttons and switches on toys to make sounds and actions. The childminder promotes children's language skills competently. For example, she encouraged them to name objects and repeat words such as 'sweet corn' as they were playing with the food. As a result, children are developing good communication skills. Very young children were listening and responding to the childminder and other children. The childminder interacts effectively with children and gently suggests ways they can extend their play. This results in children developing their imaginary skills further. For example, they extended their food role-play into going shopping with their babies. Children enjoy their time with the childminder and are supported well.

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

The childminder is kind, caring and supportive. As a result, children form strong emotional attachments to her. At the inspection, children went to her for a cuddle and reassurance when they needed it. They showed they felt secure, safe and settled. Children readily approached the childminder and were keen for her to join in their play. The childminder promotes children's social skills actively and these are developing well. For example, they showed they build good relationships with others as they called their friends over to play with them. Children played amicably together and alongside others. They behaved well and demonstrated that they are learning to share resources. Overall, the childminder fosters children's independence as she encourages them to do things for themselves.

The childminder makes her home safe and suitable for children. She has a wide variety of safe and stimulating resources. Although the resources are not organised highly effectively, the childminder uses them competently to help promote children's learning and development. The childminder makes good use of a toy library to increase resources and extend children's learning experiences.

The childminder promotes children's health competently. She helps children develop a good understanding of the importance of personal hygiene and healthy eating by using discussion, everyday routines and planned activities. For example, she teaches children about how germs can make you ill. Children enjoy plenty of outdoor play and exercise. This helps them develop good physical skills as they play in the garden and use large play equipment at parks.

Children develop a good understanding of how to stay safe. For example, the childminder teaches them how to cross roads safely when they go on outings. They take part in role-play activities where they act out scenarios about staying safe. The childminder also practises emergency evacuation with the children so they know what to do in the event of a fire.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains all the required records and documentation. This contributes to her effective partnerships with parents as the records enable her to keep them well informed about children's safety and well-being. Parents commented that they were happy with the different methods of communication with the childminder. They stated that their children are making good progress and that they are in 'safe hands' and in a 'warm, caring and happy environment'.

The childminder has a good awareness of safeguarding procedures as she has completed recent training. She is aware of how to promote children's welfare if she has any child protection concerns. The childminder identifies and minimises hazards to children successfully. She does this by carrying out regular risk assessments and safety checks on her home and garden. The childminder also has good safety procedures when taking children on outings.

The childminder monitors and reviews her planning and assessment effectively. This enables her to identify gaps in children's learning and plan further challenging activities to meet their needs. The childminder evaluates her activities and adapts them as needed to help children achieve. This contributes to making sure the educational programmes are helping all children work towards the early learning goals. The childminder has good systems for working in partnership with agencies and other childcare settings when needed to help promote continuity of care and learning.

The childminder shows a realistic view of her strengths and weaknesses. She is taking positive steps to improve her skills and practices. For example, she has met all the recommendations made at the last inspection successfully. This has resulted in improvements in procedures to ensure children's safety and in the assessment systems. The childminder has attended courses on topics such as observation and planning to improve her ability to identify children's learning priorities and plan effectively. She is continuing to identify areas for further development successfully to help improve outcomes for children. For example, she is currently making improvements to the garden to make it a more stimulating outdoor learning environment for children. The childminder demonstrates she has a strong capacity to sustain continuous improvements to her childcare provision.

The Childcare Register

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
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	EY406954
Local authority	East Sussex
Inspection number	992180
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/09/2010
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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