

Inspection date	21/11/2014
Previous inspection date	06/03/2009

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

- Effective joint working between the childminder and his co-childminder results in the efficient, smooth and safe running of their service and continuous improvement for children.
- Children are confident and motivated to learn as they develop close bonds with the childminder, who enjoys getting involved in their play.
- The childminder reviews children's learning and development regularly and makes plans to help them move on. Consequently, they make good progress.
- The childminder works closely with parents and others involved in children's care and learning, which helps him to meet each child's individual needs well.

It is not yet outstanding because

- On occasions, the childminder does not consistently use the correct words for objects, to further promote children's communication and language skills.
- The childminder not always provide resources that allow children to develop fully their skills in using information and communication technology.

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 home and garden, and had discussions with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, training certificates and feedback from parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

The childminder registered in 2008. He lives with his partner, who is his co-childminder, and her two children. One child is an adult and the other is at secondary school. The family lives in the village of Hambrook in West Sussex. The downstairs of the property is used mainly for childminding and upstairs is used for sleeping purposes only. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. The childminder has six children in the early years age group on roll. He has a home-based childcare qualification at level 3 and supports children learning English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- use the correct words consistently for objects when talking to children, to further promote their communication and language skills
- increase opportunities for children to use resources that help them learn about information and communication technology.

Inspection judgements

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

Children are happy and settled with the childminder. They make good progress and develop their future skills as the childminder provides a good range of planned learning experiences. The childminder has a clear understanding of the areas of learning covered during play activities. He uses children's interests to plan activities that help to build on their knowledge and move them forward. For example, he knows young children enjoy exploring objects with different textures. At the inspection, he hid model bears in the outdoor sand tray to encourage children to explore and investigate. Children poked their fingers in the sand, tentatively to start with, and gradually built confidence, plunging their hand in. They developed small muscle control and coordination as they moved the sand and picked out the bears. The childminder got down to the children's level and modelled language all the time. He used words such as, 'Pull the bear out', to describe what they were doing, so children learnt the words for their actions. Consequently, children are becoming confident speakers as they repeat words.

The childminder asked questions to promote children's learning, for example, 'Can you find the orange bear?' Children excitedly rummaged in the sand to look for the correct

colour bear, showing they were increasing their knowledge of colours. The childminder described the sand as cold and soft, which helped children understand the world around them. The childminder made their time together fun as he praised the children and clapped his hands to acknowledge their achievements. Children responded by clapping their hands too and beamed with delight. Children were confident to move to another activity, showing their interest and ability to initiate their own play. They developed early writing skills and control of their body as they bent down and picked up the easy-grip chalks and made small taps on the tray with them. Children happily explored the toys in the garden despite the rain, as they wore all-in-one wet weather suits, which the childminder provides to keep them dry and comfortable. This shows the childminder recognises the importance of children playing outdoors to gain a wide range of experiences.

The childminder plans interesting activities outside the home. For example, he takes children to a local farm where they learn about animals. The childminder extends their learning when they return to his home as he provides model animals for them to play with and books to look at with pictures of animals. This promotes children's interests in books and their imaginary play. During the inspection, the childminder named the animals children selected and encouraged them to repeat the word, again showing his focus on promoting children's communication and language skills. The childminder supports children learning English as an additional language well. He uses words in their home language alongside words in English. On occasions, however, he did not use the correct words for some animals, calling a horse a 'horsey' and a duck a 'duckie'. This inconsistent use of correct vocabulary results in some missed opportunities for children to develop a good use of language.

The childminder and his co-childminder work together and with parents to support children's learning needs. Parents share information with the childminder about their children's skills and abilities during initial meetings. The childminder continually develops his knowledge of children's abilities through his observations of their play. The childminder and his co-childminder come together and make precise assessments of children's levels of development. They make effective plans to help progress children's learning. The childminder fully understands the requirement regarding the progress check for two-year-old children, which feeds into children's ongoing assessments. Parents are free to view and contribute to their children's records at any time. The childminder also shares information verbally about children's progress and via a secure social networking website. The childminder includes parents in their child's learning at home. For example, children took home sunflower plants to grow in their gardens. Parents were encouraged to help their children measure them and to compare them to the sunflowers growing in the childminder's garden. This had a positive impact on promoting children's mathematic skills and on the children's future learning.

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

The childminder supports children's emotional well-being effectively. He obtains information from parents about children's daily routines and health needs. Children

develop strong bonds with the childminder, who supports all children in a very caring way. The childminder is a good role model, demonstrating polite and caring attitudes. This results in children learning good manners and respect for others in age-appropriate ways. The childminder helps children to prepare for the next stages in their learning well. They develop high levels of independence and self-care skills as they learn to feed and dress themselves. They learn to cooperate with others and are motivated to learn.

The childminder teaches children effectively about keeping healthy. He talks to them about the importance of washing their hands before eating and about foods that are good for them. Children benefit from daily opportunities to play in the fresh air and develop their physical skills. The childminder takes children to many local areas to experience different types of play outdoors. He recognises that building dens in the woods, for example, helps them build confidence and to learn to manage risks as they tackle climbing trees. As a result, children learn to keep safe and develop good physical skills. The childminder carefully considers how to support children with disabilities. He provides exciting and challenging activities to help them build confidence in their abilities, which has a positive effect on their determination and self-esteem.

Children make choices about what to play with from the well-resourced play areas and garden. Overall, the wide range of toys and equipment meets the developing needs of all children. As a result, children are interested and initiate their own play well. On occasions, the childminder does not make sure there are always resources available to help children develop good skills in using information and communication technology. Children learn about the wider world as they learn about different cultures through books and by celebrating different festivals.

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

The childminder has a good understanding of his duty to safeguard children and to meet the safeguarding and welfare requirements. He is clear about the procedure to follow should he have a concern about a child in his care. The childminder and his co-childminder have effective systems in place to help them keep children safe both in and outside the home. They carry out regular, comprehensive risk assessments and organise their time and themselves well. For example, the childminder makes sure his home is ready and that he has activities and resources ready for when children arrive. This helps the safe and smooth running of their service and means that they can spend their time focusing on the children.

Since the last inspection, the childminder has increased his knowledge and skills through ongoing training. He implements what he learns to increase outcomes for children. For example, he describes how sensory play encourages very young children to build confidence and to explore. He has developed the garden to provide many opportunities for children to play and learn outdoors. The childminder and his co-childminder use effective systems to evaluate their practice. They meet with other childminders to share good practice and seek the views of parents and children to help them drive improvement. The

childminder and his co-childminder have established some clear roles and responsibilities. For example, the childminder takes responsibility for maintaining appropriate accounts. Overall, they share responsibilities for providing and monitoring the education programme, to make sure that they promote children's learning and development effectively. This shows the childminder has a good understanding of the learning and development requirements.

The childminder develops very positive partnerships with parents. There is a good daily exchange of information with them, which means he can cater for each child's needs. Parents comment that their children, 'are confident, develop good social skills, and love their time with the childminder'. The childminder provides parents with a wide range of information including the policies and procedures that underpin his good practice. This helps to make sure parents are clear about his service. He provides parents with good information about the Early Years Foundation Stage, and how he helps their children to learn. The childminder works effectively with outside agencies and other early years providers, which means he can support all children successfully, including those children with disabilities or who are learning English as an additional language.

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	EY379856
Local authority	West Sussex
Inspection number	844485
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	06/03/2009
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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