

Inspection date	10/12/2014
Previous inspection date	31/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a caring and loving environment where children have familiar routines that help them feel secure.
- The childminder gets to know children well and provides activities that help them continue to make good progress.
- The childminder works closely with parents to meet children's learning and care needs.
- Children have easy access to a wide range of stimulating resources that interest and engage them.

It is not yet outstanding because

- The childminder is not making full use of every child's first-hand experiences to help all children understand and celebrate 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 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 and in the outdoor learning environment.
- 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 information included in the childminder's parent reviews and questionnaires.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2008. She has a childcare qualification at level 4. She lives with her two children in a house in Burgess Hill, West Sussex near to schools, parks and shops. The childminder uses the whole of the ground floor of the property and one bedroom for childminding. There is an enclosed garden available for outside play. The childminder has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four 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:

- strengthen ways in which every child's home background is reflected and valued in the setting to help promote children's awareness of diversity.

Inspection judgements

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

The childminder makes good use of her All About Me documents with new parents to find out what they know about their children. For example, parents tell her about their children's interests, abilities and routines. This means that the childminder is able to plan the settling-in times effectively and meet children's needs. She makes sure she has resources that interest children and continues their home routines. As a result, children settle easily and soon feel confident in the new surroundings.

The childminder provides a wide variety of activities and learning experiences that cover all the areas of learning. She plans activities competently based around her secure knowledge of each child and their stages of development. The childminder observes and assesses individual children consistently and identifies ways to improve their learning. She shares this information with parents to keep them well informed about their children's progress and the next steps for their learning.

The childminder makes sure the activities she provides for children are challenging for them. She gives children good support as she extends their learning as they play. At the inspection, children enjoyed the interesting activities and, as a result, spent a long time concentrating at tasks. They showed that they are developing the skills they need to move successfully on to school. The childminder questioned children skilfully and encouraged

them to respond. This helped to foster children's language skills. Young children showed they were developing good communication skills as they used sounds and gestures to show their wants and feelings. The childminder introduced new words and encouraged children to repeat them. Children responded by saying words back to her. The childminder made good use of books to promote their language skills further. Children were showing a good level of understanding of language as they were talking about the pictures. Children pointed to the pictures in the book and then to their own matching body parts. The childminder praised children as they achieved and this encouraged them to continue. The childminder's positive encouragement resulted in children having the confidence to explore and try things for themselves. They showed they have become active learners who enjoy investigating their world. For example, they liked exploring simple technology and finding out how to make toys work. The childminder actively promoted their mathematical skills as she counted with children as they played with the rocket. Children enjoyed a sticking activity where they handled glue brushes and sponges confidently. They showed good coordination as they explored the paint and glue.

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

The childminder is kind, calm and caring. As a result, children form strong emotional attachments to her. When they woke up, during the inspection, they enjoyed having a cuddle with the childminder before they went off to explore. Children showed they felt safe, secure and content. They behaved well and were happily engaged in purposeful play. The childminder teaches children about what is acceptable behaviour and how to manage their feelings. She promotes their self-esteem effectively as she celebrates their achievements.

The childminder creates a child-friendly home that is welcoming, interesting and attractive. There are plenty of fun and challenging resources stored in low-level storage units. This means that children can make choices independently and initiate their own play. Children showed strong levels of independence during the inspection as they found their favourite toys. The childminder thoughtfully changes the resources to meet the needs of the children present. She has a wide variety of resources and activities that she uses effectively to help children learn about the diverse society they live in. However, the childminder has not fully extended the resources to reflect every child's home background. Therefore, she sometimes misses opportunities to support children's increasing awareness of the importance of valuing one another's differences.

The childminder promotes children's health successfully. She provides a good range of healthy home cooked meals for children. This contributes to children's good health. The childminder teaches children the importance of good personal hygiene and about what is good to eat. Children help grow vegetables in the garden for their meals. The childminder provides opportunities for children to have plenty of fresh air and exercise in the garden and on outings. At the inspection, children demonstrated good self-care skills as they put on their boots and coats to go outside to play. Children enjoyed playing outside using a variety of equipment such as tractors. They showed they are developing good physical skills as they moved around safely and negotiated obstacles. Children swept up the leaves

with brushes and made marks on the whiteboard with pens. The childminder takes children on outings where they learn to take manageable risks and develop a good awareness of how to stay safe.

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

The childminder's knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage is strong. She has all the required documentation in place and this contributes to the smooth running of her childcare provision. The childminder has recently completed safeguarding training so has a thorough knowledge of how to safeguard children. She is aware of the local reporting procedures if she has a child protection concern. The childminder takes robust steps to maintain a safe and secure environment for children. She identifies and minimises hazards successfully. This results in children being able to move around independently and safely.

The childminder forms good partnerships with parents. She works effectively with them to provide consistency and meet children's welfare needs. Parents gave very positive comments about the childminder and said she is 'attentive and loving'. They stated that they feel their children benefit from their time with the childminder. Parents said they appreciate like the 'stimulating activities and delicious wholesome food' the childminder provides for their children. The childminder also forms good working partnerships with other settings involved in the care of individual children. There is good two-way sharing of relevant information that contributes to continuity in children's care and learning. For example, the childminder plans activities that complement what children are learning at the other setting.

The childminder has a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage. She provides a broad range of learning experiences that she reviews and evaluates regularly to make sure they are meeting children's needs. The childminder uses effective systems for assessing children's progress that enable her to identify and narrow any gaps in their learning. She monitors her educational programmes competently and continues to bring in fresh ideas that stimulate and engage children further. For example, since the last inspection, the childminder has made improvements to her planning and increased the range of sensory activities she provides.

The childminder shows a strong commitment to maintaining her professional development. She regularly attends courses and is currently completing a further degree course in childcare. The childminder makes good use of her increasing knowledge to continue to improve outcomes for children. For example, she has been looking at her environment closely to make sure it is organised and used to support every child's learning.

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	EY377926
Local authority	West Sussex
Inspection number	829541
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	31/03/2009
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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