

Inspection date	11/12/2014
Previous inspection date	22/05/2009

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 has warm and nurturing relationships with the children. He pays a genuine interest in what children do, which helps them to feel safe and secure.
- The childminder provides children with various opportunities for outdoor play which encourages children to be active and maintain a healthy lifestyle.
- The childminder has good relationships with parents and understands the importance of sharing information with them about their children's development. This ensures that parents are included in their children's learning.
- The childminder successfully promotes children's independence during activities. This supports the development of their self-help skills and prepares them for future learning.

It is not yet outstanding because

- The childminder does not always allow children good amounts of time to respond fully to his questions. This means their critical-thinking skills are not always extended.

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 indoor and outdoor environment.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector sampled children's development folders and tracked their development.
- The inspector viewed the childminder's policies and procedures.
- The inspector gained parent feedback on the childminder and the setting from questionnaires.

Inspector

Hannah Barter

Full report

Information about the setting

The childminder registered in 1999. He lives with his wife, who is also a registered childminder, and one adult child. The family home is situated in a residential area of Southwater, near Horsham, West Sussex. Shops and parks are within walking distance. Children are cared for on the ground floor of the home only and they have free access to all of the rooms. There are fully enclosed front and rear gardens available for outside play. The family has three dogs and six cats. The childminder has close links with the local childminding group. He is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder currently has eight children on roll, four of whom are within the early years age range. At the time of the inspection the childminder was jointly caring for five children in the early years age group.

What the setting needs to do to improve further

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

- allow children more time to respond to questions to further develop their critical-thinking skills.

Inspection judgements

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

The childminder works very closely with his co-childminder and together, along with input from children's parents, they successfully plan and monitor children's development. Regular observations of children's play provide the childminder with a secure knowledge of the children's interests and stages of learning and development. Planning is simple and mainly focuses on child-initiated play and their suggestions. However, to ensure that all areas of learning are provided, the childminder plans focused activities which are skilfully liked to cover specific areas of development. For example, the children recently made poppy wreaths. This provided them with opportunities to experiment with different colours, taught them about the world they live in and enhanced their knowledge of historical events. They also learnt how to notice different shapes and make different patterns with resources. The childminder links all of the adult-guided activities to the Early Years Foundation Stage using national guidance. This allows him to track children's development and ensure the children are making good progress towards the early learning goals.

The childminder enjoys listening to children talking about their recent experiences. This develops children's confidence in communicating and encourages them to recall information. The childminder asks purposeful questions which enables children to expand on the information they have already given. For example, children explained during the

inspection that they made pizzas and they were 'yummy'. The childminder then asked the children to tell him about the sizes of the pizza and what they used for the topping. The childminder supports the children while they complete chosen colouring sheets and uses simple language to communicate to younger children about the colours that they are using. However, occasionally the childminder does not allow children good enough time to respond, which does not fully support their critical-thinking skills. While the co-childminder was cooking with the children, older children were confident in recognising numbers up to five. The childminder then extended children's knowledge by asking them what comes next. This provided children with good levels of challenge and developed their mathematical knowledge and number language.

The childminder provides ample opportunity for children to enjoy outdoor play. Children have access to a secure garden to the back of the house and a large patio area at the front of the house. Children can choose from various ride-on toys to use to extend their physical development. The childminder encouraged children to use chalks on the patio and the children confidently explained what they were drawing. Children enjoyed using their imaginations and drew their own pictures. The childminder offered lots of praise and encouragement to the younger children which provided them with the confidence to have a go for themselves. The childminder is skilful when trying to entice children into an activity. He commented that the older children like to have jobs to do and therefore he suggested that they help him complete a jigsaw puzzle. Children were keen to help and showed good levels of enthusiasm. The childminder gently guided children when teaching them what to do; he encouraged them to feel the edges and count and find the corners. The childminder also asked children to recognise colours which tested their current level of knowledge.

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

The childminder has warm relationships with all of the children. They actively seek him out for support and enjoy talking to him about what they are doing. The childminder genuinely cares for the children and enjoys being part of their learning. He teaches the children to gain many new skills. For example, the children went to the woods and built campfires, while the childminder gave children suitable levels of responsibility to motivate them to learn.

Children arrive and are excited to be with the childminder; they separate from their parents with ease and happily begin playing. This demonstrates that children feel safe and are motivated to learn. The amount and length of settling-in sessions are decided based on the parent and child's needs. This allows children to settle at their own pace and ensures they feel happy and safe in the childminder's care. Information given by parents about their child's routines and interests provide the childminder with valuable information which also enables him to help children to settle. Consequently, children develop a strong sense of belonging.

Children play cooperatively together and include each other in all activities. The childminder encourages children to work together during activities to develop their social

skills. For example, while making the jigsaw puzzles he asked the children to make decisions together which also developed their problem-solving skills. Children enjoy various outdoor activities away from the setting which successfully promotes their healthy lifestyles. For example, the childminder regularly takes children to the local woods to make dens. They find large branches which they cut to size and make camps. This encourages children to take well supervised risks and manage their own safety. Visits to National parks and local beaches allow the children to experience different environments and learn about the world they live in. During the inspection children laughed with excitement as they kicked balls to each other. They enjoyed chasing after them and then throwing them into large pots. The childminder praised the children for their efforts and then joined in too, which children thoroughly enjoyed.

The childminder has attended seminars on managing children's behaviour and is confident in knowing how to promote positive behaviour to children. The childminder discusses children's actions with them and asks them how they think it makes others feel. This develops children's social skills and knowledge of acceptable behaviour. The childminder uses effective methods to calm children down and help them to reflect on their behaviour. However, all of the children behave very well. The childminder and his co-childminder place high importance on teaching children about respect. The childminder incorporates activities into the planning which include celebrating certain festivals from different religions. For example, children have recently made lanterns to celebrate Diwali.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements. The childminder has received child protection training and fully understands the reporting procedures to follow to protect children's welfare. The childminder has undertaken all of the necessary training such as first aid. He is also committed to extending his knowledge even further and has also attended courses on observation, assessment and planning and ideas for outdoor play. The childminder and his co-childminder work in partnership and are aware of each other's strengths and weaknesses. They utilise their individual training and interests skilfully when planning activities for the children, to maximise their learning opportunities.

The childminder is fully aware of the legal ratios in place and ensures that children are continuously supervised so they remain safe. The childminder carries out robust written risk assessments for all areas of the indoor and outdoor environment. Both childminders also carry out a thorough visual check of the environment before children arrive to further ensure the suitability of the equipment and environment.

Children take part in fire drills and each time they do the childminders discuss with children the danger of fire and matches. This develops the children's knowledge and teaches them how to keep themselves safe. The childminder closely monitors games that children bring in from home. Older children enjoy using the computer to play games for short periods of time. To develop children's level of responsibility, he asks them if they

think games are suitable for all children to use. If they deem it unsuitable then they are not used. This further ensures the environment is suitable for all children. The childminders complete joint action plans and detail ways in which they can improve their setting. For example, they have recently introduced feedback forms for parents to complete and comment on their provision. This allows them to take into consideration parents' suggestions and improve their setting. Each year they audit the toys and equipment to ensure there is a good range and they are still suitable for the children on roll. For example, the childminder has highlighted that next spring he will purchase more outdoor tents as this was something the children thoroughly enjoyed playing with.

The childminders have very good relationships with other settings and local schools. They pick children up from other pre-schools and schools on a daily basis. They regularly talk to the staff about minded children's development and pass on any messages from parents. Children's development folders are shared with their additional key persons and next steps are discussed. This means that all early years professionals working with the children can offer a consistent approach to supporting each child's learning and development. Parents have all completed feedback forms to share their views about the childminder's practice. Parents are highly complementary and express how happy they are with the care that their children receive. They comment that although their child has not been at the setting very long they have already noticed a big difference in their development and always enjoy the activities that are provided.

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	113925
Local authority	West Sussex
Inspection number	839917
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	22/05/2009
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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