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| <b>Inspection date</b>   | 11/12/2014 |
| Previous inspection date | 22/05/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 strong relationships with all of the children. Consequently, children are happy and demonstrate high levels of independence because they feel safe in their environment.
- The quality of teaching is good. Children have access to a wide range of activities which they are interested in. This motivates them to learn and enables them to make good progress.
- The childminder has a good knowledge and understanding of safeguarding procedures and has effective risk assessments in place which keep children safe.
- The childminder has well developed relationships with parents and shares and includes them in everything their children do. Parents are highly complementary and cannot fault the level of care their children receive.

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

- Occasionally the childminder misses opportunities to test children's current level of knowledge and therefore offer further challenge.
- The childminder does not always fully promote children's independence or development of self-help skills during mealtimes.

## 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 environment.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled children's development folders and tracked their development.
- The inspector viewed all of the policies and procedures.
- The inspector gained feedback from parents through written questionnaires.

## Inspector

Hannah Barter

## Full report

### Information about the setting

The childminder registered in 1994. She lives with her husband and one adult child. The childminder's husband is also a registered childminder. 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 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. She 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 these children are within the early years age group. 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:

- further develop the use of open-ended questions during activities to test and extend children's current level of knowledge
- enhance children's independence skills during snack and mealtimes by supporting them in the development of their self-help skills.

### Inspection judgements

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

The quality of teaching is good. The childminder works alongside her husband, who is also a registered childminder. Together they use information given to them by parents and their knowledge of children's interests to provide activities that motivate children to learn. The childminder places high regard on following the children's interests and letting them initiate their own play. However, she understands there is a place for targeted learning and incorporates adult-guided activities into the daily routine. For example, during a playdough activity, the focus was on comparison of numbers, making different shapes and talking about the names of shapes. The plans detailed descriptive words that the childminder used to encourage vocabulary and what age and stage of development they linked to. This, along with regular observation and tracking of children's development, ensures that all children are making good progress towards the early learning goals.

The childminder supports children's learning by acknowledging their interests and providing extension to challenge children further. For example, children played inside a

very large box; they enjoyed climbing in and out of it and took it in turns to go inside. Children used torches to see each other and laughed with excitement when they turned them on and off. The childminder observed the children and then asked them if they would like to make a tent and found them a large blanket to put over the top. Children called it their den and took various different toys inside to play with. This provided children with many good opportunities to problem solve and work together. Although the childminder observes children play, she also gently involves herself in their conversations to extend their language development. For example, children were enjoying playing in the role-play kitchen. The childminder asked them to tell her about what they were doing which encouraged them to use their imaginations. Children talked with confidence and told the childminder they were cooking 'for their mummy and daddy' and were able to recognise different pieces of fruit and vegetables. However, during some activities at the inspection, such as colouring, the childminder missed opportunities to extend younger children's knowledge of colours through her teaching.

For the older children, the childminder incorporated mathematics and literacy development skilfully into their play. For example, while cooking she encouraged them to read numbers on the digital scales. Each time she added more ingredients she asked the children to tell her what the different numbers were. Children then enjoyed adding their own ingredients and once it had been mixed, squashing it into the tin. Children also showed skill in using scissors to cut out pieces of artwork they had created and were interested to hear the childminder phonetically sounding out the letters of their names. This supports children's early reading skills. 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 are able to use various ride-on toys outdoors which promotes their physical development. Children enjoy a wide range of stimulating outdoor activities away from the setting. For example, visits to National Trust parks and local beaches allows the children to experience different environments and learn about the world they live in.

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

Children arrived happily and quickly began playing together at the inspection. They separated easily from their parents and consistently demonstrated good levels of confidence when exploring their environment. The childminder has secure relationships with all of the children. She is warm and nurturing towards them and offers cuddles and attention to those that want it, especially the younger children. Settling-in sessions are tailored to meet the individual needs of the parents and children. Parents are encouraged to separate from their children for short periods that gradually build over time. This allows children to feel reassured and develop an understanding that their parents come back for them. Parents also complete All About Me forms during the settling-in sessions. They add details about their child's favourite activities, their family background, routines and stage of development. This provides the childminder with a broad knowledge and understanding of each individual child. It also allows her to provide activities which link to their interests and help them to settle. Consequently, children feel a strong sense of security within the setting.

Overall children are very independent and are competent when doing things for themselves. For example putting their own coats and boots on to go into the garden. The childminder encourages children to take responsibility for their own belongings which develops the skills they will need when they move on to school. However, opportunities to support and develop younger children's independence and self-helps skills during mealtimes are occasionally missed. The childminder sat with the children while they ate their lunch during the inspection. She talked to them about what they had and encouraged them to eat their savoury items first. This promotes children's understanding of a healthy diet. The childminder provides a varied menu for children's teas and discusses their favourite foods with them so she can incorporate these into the menus. This develops children's understanding of different foods and provides them with good opportunities to try different meals.

The childminder and her co-childminder place high importance on teaching children about respect and valuing everyone as individuals. All children are welcomed into the setting regardless of their background. 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 childminders spoke to the children about the festival and what Hindus traditionally do to celebrate it, which successfully extends the children's knowledge.

Children behave very well. They have good relationships with each other regardless of the age of the other children and play cooperatively together. All toys are shared without disagreement and all children include each other in their play. The childminder talks to children about unwanted behaviour and what is expected from them. They are encouraged to give cuddles to children who they have not been very nice to and the childminder talks to them about how they make others feel. This helps children to develop good personal, social and emotional skills.

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

The childminder has a confident knowledge and understanding of the safeguarding and welfare requirements. She demonstrates a thorough understanding of her role and responsibilities in keeping children safe from harm. Along with child protection training, there is also a clear policy in place which the childminder uses to underpin her practice. The childminder is fully aware of the legal ratios in place and between herself and her co-childminder. They deploy themselves effectively within the environment which ensures all children are consistently supported and supervised. The childminder has attended various training courses on how to promote the areas of learning and development to enhance her teaching skills. This demonstrates her commitment to providing children with purposeful learning opportunities and better outcomes.

Written risk assessments are in place for all areas of the indoor and outdoor environment. The childminders complete these together and identify possible risks and how they have been minimised to protect children. For example, all kitchen cupboards have locks fitted

and the log burner is always guarded when children are present. Both childminders carry out a visual check of the environment before children arrive to further ensure it is suitable and safe. Children take part in fire drills and each time they do the childminders discuss with children the danger of fire and matches. This successfully develops the children's knowledge and teaches them how to keep themselves safe. 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 enables them to implement any suggestions parents may have. Each year the childminders audit the toys and equipment to ensure they are still suitable for the children on roll and if they need to purchase anymore. Their home has also been extended considerably to provide additional play space for children.

The childminders have close relationships with the local childminding group. They regularly meet up for the children to socialise together and also use this as an opportunity to discuss their practice and share ideas. This helps the childminder to further enhance her practice.

The childminder has very good relationships with other early years settings and local schools. One or both of the childminders pick children up from other pre-schools and schools on a daily basis. They regularly talk to the staff about children's development and pass on any messages from parents. The childminder is on the parent email list for all of the settings and schools that they collect from. This helps to ensure they are fully up to date with relevant information. The childminder shares children's development folders with their additional key persons. She discusses each child's next steps so that all early years professionals working with the children can offer a consistent approach to supporting children's learning and development.

Partnership with parents is strong. All documentation is shared with parents so they are fully aware of the procedures within the setting. Daily handovers provide parents with information about their children's day and enable them to be part of their children's learning. Parents have all completed feedback forms which are highly complementary and express how happy they are with the care that their children receive. They state that they 'couldn't fault them and would definitely recommend them to others.'

### **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>     | 113926      |
| <b>Local authority</b>             | West Sussex |
| <b>Inspection number</b>           | 839918      |
| <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>  | 8           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 22/05/2009  |
| <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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