

Inspection date	06/01/2015
Previous inspection date	24/02/2009

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

- Children benefit from a stimulating range of learning experiences and resources across all areas of learning. As a result, they acquire essential skills for the future.
- Young children are extremely happy and content in the childminder's care and this is conducive to their learning.
- The childminder and her team know the children well and use this information to promote children's learning effectively.
- The positive relationships with parents results in continuity of care and learning.

It is not yet outstanding because

- At times, the organisation of the day limits children's time to follow their own interests.

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 children's play, and the childminder and other adults working with the children.
- The inspector sampled documents kept on the children's progress.
- The inspector looked at the documents, including those for safeguarding, that support the childminder's practice.
- The inspector viewed questionnaires and references from parents and talked to those parents that were available.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2002. She lives with her partner and four children all of whom are in full-time education in a house in the village close to the town of Bognor Regis, West Sussex. The childminder's mother, who is also a registered childminder, works with the childminder at her property every day. The house is in walking distance of schools, shops and recreation areas. The ground floor of the house is used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder and her co-childminder also work with an assistant when needed.

What the setting needs to do to improve further

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

- review the organisation of the daily routine to provide more time for children to concentrate on their own choice of activities and experiences, and to develop their own interests.

Inspection judgements

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

Children make good progress in all aspects of their learning and development. They show confidence and high levels of self-esteem as they join in with the different activities. The interaction of the childminder reflect her understanding of how all activities can be used to promote each child's learning. The childminder makes regular observations of children to identify what they need to learn next and uses this information well when interacting with the children. The childminder's plans cover all areas of learning effectively. However, at times, the organisation of the day is very adult led and this restricts the time children have to stay engaged with their exploratory play. This means they have less time to develop their own interests.

Each day children learn about the names and sounds of letters as they sit and play enjoyable games with the childminder and her assistant. The use of picture cards allows all children to achieve as they name the pictures seen. The more able children are encouraged to sound out the beginning letter and the childminder repeats it, clearly modelling the sound for the younger ones who are keen to join in. Older children spontaneously call out other words that begin with the same sound and all children receive praise for their efforts. Children enjoy stories, either having them read to them or by 'reading' to each other. Some children are beginning to read words independently in particular books. Such useful teaching helps prepare children well for the next stage of

their learning.

The childminder and her co-childminder have effective teaching methods to teach children about the names and meaning of numbers. There are number displays, which the adults use along with fun activities such as creating pictures from numbered tiles that include butterflies or robots. Children engage well as they match numbers together. They practice drawing numbers and count during the day through their play, gaining useful basic numeracy skills.

Children enjoy the support the childminder gives them in their play, such as when they play in a tent they have built. She effectively enhances their play by joining in and extending their learning by asking useful questions. These encourage children to think through what they are doing. Most children are working within their age-range expectations and those that are below or above these are given skilful support to enable them to continue to achieve. The childminder and her team fully support the children's individual learning and give them the key skills for their next stages in learning.

Partnerships with parents are positive and worthwhile. Parents are kept informed of the experiences their children have and advised of their progress. This effective two-way communication enables them to continue their children's learning at home.

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

Children thrive in this nurturing home environment because of the safe, supportive care they receive. They are confident and emotionally secure in their surroundings because the childminder and her team build strong relationships with them. Children enjoy cuddles and snuggle up to the adults, who know them well. The adults' thoughtful interaction with each child reflects individual treatment, so they meet all the children's needs well.

Children's behaviour is good; they clearly know the rules of the home. This results in children acting in safe ways in the environment. The childminder teaches them acceptable ways to behave, and good manners are encouraged. The childminder teaches children about co-operating, so they share and take turns when playing games or using the resources. As a result, children develop strong social skills and the ability to work together. The childminder focuses on positive behaviour to build their self-esteem.

Children enjoy healthy lifestyles. They play outdoors most days in either the garden or local parks, or on the beach. The childminder offers children healthy snacks and meals. They have their drinks close to them so they can help themselves when they are thirsty. They learn about staying healthy and know to wash their hands at appropriate times. The children eagerly show the childminder how they brush their teeth, 'Up and down to keep them clean'.

Children use a wide range of good quality resources that are suitable for their stages of development and incorporate all areas of learning. However, the childminder does not

make the best use of her resources to encourage children's independent play.

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

The childminder knows how to safeguard children. She is very aware of the procedures to follow if she had a concern about a child's welfare and keeps contact details of relevant agencies close at hand. She implements the safeguarding and welfare requirements of the Early Years Foundation Stage. Her policies underpin her safeguarding practice effectively. She risk assesses the environments the children use to reduce hazards and support their ongoing safety. This means children can play freely, but in safety.

The childminder has an accurate knowledge of the learning and development requirements of the Early Years Foundation Stage. Her practice reflects this knowledge and she offers the children a stimulating, well-organised environment where children feel emotionally secure, which is conducive to their learning. There is a tendency to over-organise some sessions, providing children with less time to follow their ideas and expand their play as they wish, which slows progress.

The childminder has created a relevant development plan that reflects her commitment to improving her practice. Her evaluation of her practice has enabled her to identify its strengths and recognise areas to develop, which she incorporates into the plan. She is fully aware of what she needs to do to continue to move forward. For example, she undertakes relevant training and now plans to undertake a recognised qualification. She has met all the recommendations from the last inspection and made many worthwhile changes. These now contribute to the good provision for children. Children now have an all-weather outdoor area to play in if the rest of the garden is too wet for use.

The childminder works well with her assistant and co-childminder to ensure the children are offered a varied programme of activities that promote their learning. She observes and discusses all areas of practice with her team to ensure that their interaction promotes children's learning. She monitors the children's progress so she is fully aware of what stage they are at and what they need to do next.

The childminder's relationships with parents are a real strength of the setting. She has clear lines of communication, a flexible and understanding approach to working with parents and a friendly and approachable attitude. She exchanges information regularly with parents to meet children's individual care and learning needs successfully. Parents report that they are extremely pleased with the care and range of activities their children experience with the childminder. They state they can see the progress their children are making and that the information exchanged helps them to continue their children's learning at home. The childminder has a good knowledge of partnership working to promote a shared approach to children's care and 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	EY232573
Local authority	West Sussex
Inspection number	814446
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	24
Name of provider	
Date of previous inspection	24/02/2009
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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