

Inspection date	12/12/2014
Previous inspection date	27/08/2009

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 interacts effectively with children to support their learning and development. As a result, children make good progress towards the early learning goals.
- The childminder makes good use of toy libraries to extend resources and children's learning experiences, and provide further challenge.
- The childminder is kind, caring and friendly. This results in children feeling safe, secure and happy.
- The childminder keeps parents well informed about their children's progress and welfare. This helps promote continuity for individual children.

It is not yet outstanding because

- The childminder has not fully developed the outdoor area as an exciting space where children can learn about the natural world.

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 area.
- The inspector sampled learning records and other relevant records.
- The inspector discussed childcare practices with the childminder.
- The inspector took account of the views of parents from the childminder's questionnaires and letters.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2008. She has a recognised childcare qualification at level 3. She lives with her husband and two children in a lower ground floor flat in Brighton, East Sussex near to parks, a beach, schools and shops. The majority of the flat is used for childminding. There is an enclosed garden available for outside play. There are steps down to the flat. There also two lifts which can be used to reach the setting, making it much more accessible for pushchairs and wheelchair users.

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. The childminder also offers care to children aged up to 11 years. She takes children to local toddler groups on a regular basis. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the organisation and use of the outdoor area to provide a stimulating learning environment where children can explore the natural world.

Inspection judgements

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

The childminder gets to know new children well. She gains plenty of helpful information from parents about their children. For example, the childminder finds out about children's interests, favourite songs, social skills and home routines. She makes good use of the information to help children feel settled and at home. The childminder meets children's needs by providing familiar resources and activities. She develops a secure knowledge of what children can do by observing them and assessing their stage of development. The childminder continues to observe and assess every child systematically. She identifies their learning priorities successfully and plans challenging activities that promote further development. As a result, children make good progress in their learning. The childminder uses online systems that enable parents to have continual easy access to the learning records. She encourages parents to share their observations with her and to become involved in deciding learning priorities for their children. This effective partnership contributes to children's ongoing development.

The childminder provides a wide variety of activities and outings for children that cover all areas of learning. At the inspection, children were enjoying exploring and investigating the resources and environment. They showed that they are becoming independent learners as

they made choices of toys. The childminder supported children by inviting them to look in the various toy boxes and cupboards. Children became absorbed in purposeful play and spent time at activities of their choice. They are developing the skills they need to secure future learning.

The childminder talked to children as they played and promoted their language skills competently. Young children responded well to her using sounds and gestures. They were beginning to repeat simple familiar words. Children were fascinated by the photographs of their family on display. They pointed and babbled as they looked at photographs of their friends and family. The childminder actively promoted children's mathematical skills as she helped them work out which hole to put the shape in on the toy. Children showed good hand-to-eye coordination as they posted bricks through holes and handled small toys. They showed they are developing a strong awareness of shape and size as they helped the childminder build and knock down towers of bricks. The childminder reinforced children's awareness of colours and numbers as they played. She encouraged children to try new things and solve problems. Children had fun as they made different sounds with the drums.

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

The childminder is loving and supportive. She creates a child-friendly homely environment where children soon settle and feel at ease. Children showed a strong sense of security and safety at the inspection as they moved away from the childminder to explore. They are independent learners who enjoy the learning experiences the childminder provides. The childminder extends the resources and experiences by accessing additional resources from toy libraries that capture children's interest. She has recently moved into the flat and has not fully developed the outdoor space as a stimulating learning area where children can increase their understanding of the natural world.

At the inspection, children were happily playing and grinned at adults when they achieved. They form strong emotional bonds with the childminder. She helps them develop good social skills and fosters their understanding of what is acceptable behaviour. The childminder actively promotes inclusion and gives individual children the support they need to help them achieve. She praises and encourages children so that they feel good about themselves.

The childminder helps children develop a good understanding of the importance of healthy lifestyles. She provides healthy snacks for children and easy access to drinking water. The childminder encourages children to adopt good personal hygiene practices, such as hand washing before meals. She provides plenty of opportunities for fresh air and exercise for children. They enjoy outings to local parks where they learn to use challenging outdoor play equipment safely. This also helps promote their physical skills as they learn to use their bodies in different ways. The childminder also makes good use of outings to teach children about road safety and stranger danger. As a result, children develop a good awareness of how to stay safe.

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

The childminder has a good working knowledge of the requirements of the Early Years Foundation Stage. She meets the safeguarding and welfare requirements successfully. The childminder shows a good awareness of what to do to safeguard children if she has a child protection concern. She carries out risk assessments and thorough daily safety checks. This enables her to minimise hazards in order to keep children safe. The childminder maintains all the required records in a professional manner and shares them with parents. The records contribute to her positive partnerships with parents. The childminder uses them effectively to keep parents well informed about children's well-being. Parents gave positive feedback about the childminder. They stated that they are happy with the care and activities provided. Parents also said they liked the online system as a means of communication. The childminder forms positive links with other settings who are involved in sharing the care and education of individual children.

The childminder is fully aware of her responsibilities with regard to the learning and development requirements of the Early Years Foundation Stage. She implements an effective observation and assessment system. The childminder uses the system competently to identify and narrow gaps in children's learning. She evaluates the activities she provides and adapts them when necessary to meet children's needs more effectively.

The childminder evaluates her overall practices regularly. She shows a realistic awareness of her strengths and weaknesses. The childminder takes positive steps to identify and address areas needing further improvement. For example, she is planning to introduce visual timetables to support children's awareness of the routines for the day. The childminder has addressed the recommendations made at the last inspection successfully. For example, the childminder has improved assessment of children's progress and increased parents' involvement in the learning process. The childminder attends training courses to improve her knowledge and skills. A recent training course she attended has helped increase her understanding of how children learn and how she can support them. The childminder shows a strong capacity to continue to improve outcomes for children.

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	EY381875
Local authority	Brighton & Hove
Inspection number	829750
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	27/08/2009
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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