

Childminder Report

Inspection date

5 August 2015

Previous inspection date

14 March 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not fully meet the requirements of the Early Years Foundation Stage. She has not kept her first-aid training up to date, which is also a breach of the Childcare Register requirements.
- The childminder does not always promote the development of children's self-help skills or knowledge and understanding of healthy eating.
- The childminder misses opportunities for children that prefer to learn outdoors to extend their knowledge and understanding of early reading.

It has the following strengths

- The childminder has good relationships with children and a secure knowledge of their interests and routines. This supports their emotional well-being.
- The childminder provides a language-rich environment throughout and interacts purposefully during children's play. This supports the development of children's language skills.
- The childminder has effective relationships with parents and works closely with them. She discusses and shares written assessments of their children's achievements and supports parents to build on their children's learning at home.
- The childminder provides a wide range of resources and activities that children choose from independently and motivate them to learn.
- Children behave well and have a good understanding of what the childminder expects from them. They seek her out for support during play but also have the confidence to play independently.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a current first-aid certificate at all times.

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

- support the development of children's self-help skills during mealtimes and promote their understanding of healthy eating
- consider ways to promote children's already good literacy skills for those who choose and prefer to take part in learning outdoors.

To meet the requirements of the Childcare Register the provider must:

- ensure an appropriate paediatric first-aid certificate is in place at all times (compulsory part of the Childcare Register)
- ensure an appropriate paediatric first-aid certificate is in place at all times (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector sampled children's development records and tracked their progress.
- The inspector spoke to the children and childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's written documentation.
- The inspector spoke to some parents and viewed written feedback to gain their views about the childminder.

Inspector

Hannah Barter

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder regularly observes and assesses children's development. Observations enable her to identify children's next steps in learning which she incorporates into weekly planning. The childminder's close monitoring of children's development ensures she helps them to make good progress for future learning and their move to school. The childminder focuses on children's interests and encourages them to make decisions about their play. She extends their learning by asking a range of purposeful questions. For example, while playing with trains, the childminder asked children to describe their actions and explain whether the trains were going under or over the bridge. This encouraged children to think and develop their mathematical skills. Children's exploration of balls leads to discussion about the textures and they become excited when they realise that the balls light up. The childminder encouraged children to explore colours as they built a den.

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

The childminder teaches children about safety. While using scissors, she provided children with gentle reminders to keep themselves safe. The childminder talks to children about road safety when she takes them out. She encourages them to make decisions about when they feel it is safe to cross roads. The childminder has an acceptable understanding of how to respond to any accidents children have. However, she does not have a valid first-aid certificate, which means her knowledge is not up to date. Children have constant access to an outdoor area where they enjoy jumping on a trampoline, using a slide and running with their friends. This promotes children's healthy lifestyles. Children play well together and have good relationships with each other. The older children show care and consideration towards the younger children and include them in their games and play.

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

The childminder has a sound knowledge of how to keep children safe. She understands how to protect children's welfare by reporting any child protection concerns. The childminder has documentation that underpins her practice, which she shares with parents. The childminder updates her knowledge and works closely with other childminders to share ideas. This has a positive impact on children's learning and development because they benefit from a wider variety of activities. The childminder regularly evaluates her practice and uses parents' and children's views to develop her practice. For example, she now shares the weekly menu with parents and children suggest new foods to try. However, she has not acted promptly to maintain her first-aid certificate. The childminder has good relationships with other settings children attend. She shares information and discusses their needs, which provides a consistent approach to their learning.

Setting details

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|------------------------------------|---------------|
| Unique reference number | EY341080 |
| Local authority | West Sussex |
| Inspection number | 834972 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 14 March 2011 |
| Telephone number | |

The childminder registered in 2007 and lives in Worthing, West Sussex. The childminder operates five days a week. The childminder receives funding for free early years education for children aged two, three and four years.

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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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