

Inspection date	27/11/2014
Previous inspection date	23/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a warm and nurturing relationship with the children. This means they feel safe and secure and therefore demonstrate high levels of independence.
- The childminder has positive relationships with parents. All information is shared with parents who are encouraged to be involved in their children's development.
- Children are confident communicators because the childminder regularly asks purposeful questions which challenge their current level of language development.

It is not yet good because

- The childminder does not have the required written statement in place stating the procedures she would follow to safeguard children from abuse or neglect.
- There is not always a suitable balance of adult-led and child-initiated activities. This means that children are not consistently provided with targeted learning opportunities to challenge all areas of learning.

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 the childminder interacting with the children throughout the inspection.
- The inspector viewed all areas of the home accessible to the children.
- The inspector viewed all of the children's learning journals.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sought the views of parents from questionnaires.

Inspector

Hannah Barter

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband, one adult child and two school-aged children in Horsham, West Sussex. The kitchen and playroom within the childminder's home and two upstairs bedrooms are used for childminding. There is a fully enclosed garden for outside play. The childminder currently works on a Tuesday, Wednesday and Thursday. All of the children attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll, three of whom are within the early years age range. The childminder walks to local schools to take and collect children and she attends the local parent and toddler groups. The family has three cats and two rabbits.

What the setting needs to do to improve further

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

- increase the use of adult-led activities to enable children to further develop their learning through challenging adult-initiated play.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of how to promote the learning and development requirements of the Early Years Foundation Stage. The childminder takes the children's lead during activities and accommodates their interests and requests effectively. However, the balance of adult-guided activities and child-initiated activities is not thoroughly mixed. This means that, at times, the childminder does not target children's learning to offer enough challenge or extension of learning in all areas. The childminder uses appropriate planning and assessment systems to support children to make progress. The childminder regularly observes children and links these observations to the different areas of learning and development, therefore they are monitored effectively. The childminder uses a tracking system and national guidance to ensure all children are making steady progress towards the early learning goals. The childminder completes the required progress check for two-year-old children in partnership with parents.

The childminder plays an active role during children's play and offers gentle interaction which provides suitable levels of challenge in some areas. For example, children enjoyed playing with role-play resources such as food during the inspection. As the children explored, the childminder asked them what they were doing and to describe the food they were cooking. Children are confident communicators and described with confidence the

different foods they were using. Children expressed that they would like to do some colouring. The childminder provided autumnal pictures and explained to them that the leaves had fallen off the trees because it was Autumn. The childminder asked the children which colours they would like to use and they were able to describe with confidence their favourite colours. The children started to group the colours together and the childminder asked them to count the leaves. This developed the children's skills using number language and understanding that numbers have meaning. As the children were colouring, the childminder asked them to tell her about their picture and what they could see. This encouraged children's imaginations and assists in developing their critical-thinking skills.

Children have access to a wide range of books which they can independently select. Children enjoyed cuddling into the childminder while she read them a story. The childminder asked the children to count objects throughout the story which kept them engaged and supported their language development. The childminder read with enthusiasm, while the children copied the noises the childminder was making, and they giggled together. Children explored a variety of jigsaw puzzles. Some puzzles displayed numbers from one to nine which encouraged children to count. Other puzzles showed children in various traditional dress and children with different skin colour. The children successfully matched the different pieces, which supported their fine physical skills.

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

The childminder provides a warm and welcoming environment for the children. Children are confident and independently explore the resources on offer to them. This demonstrates that they feel safe and secure in the childminder's home. The childminder regularly praises the children during their play, which further develops confidence and their self-esteem. The children actively seek out the childminder to join them in their play. Through her constant interaction and reassurance it means that children are emotionally secure in moving on to their next stage of learning and to school. Children behave well and listen to the childminder. She encourages good behaviour and acts as a positive role model, especially when reinforcing good manners such as saying 'please' and 'thank you'. This helps children to understand what the childminder expects of them and supports their communication and language development. The childminder understands how to promote positive behaviour and offers lots of praise and individual attention to children.

The childminder promotes children's self-help skills during play. For example, children enjoyed playing with dolls and asked the childminder to show them how to get them dressed. The childminder demonstrated to the children and used descriptive language as she dressed the dolls. 'Put one leg in and then the other leg, push them through and pull them up'. The childminder further supports children's independent feeding skills by providing spoons for the children to pretend to feed their babies.

The childminder carries out monthly fire drills which develops children's understanding of how to keep themselves safe in an emergency. The childminder allows older children to access the internet. There is a detailed policy in place which underpins her knowledge and states the different ways she ensures children are kept safe. For example, children are not

permitted to use chat rooms; she regularly talks to the children about the websites they are using and checks the history on a daily basis. In addition to this, she has regular discussions with the children about how to keep themselves safe and never talk to people that they do not know. Parents are asked for their permission for their children to use the internet and if consent is given then the amount of time they use the computers for is limited.

Children have access to a large outdoor area which is equipped with a slide, trampoline and various ride-on toys. This successfully promotes children's physical development. The childminder also regularly attends local toddler groups, local play parks and the library. The childminder regularly incorporates trips into her planning to the local nature reserve which also develops children's knowledge of different animals. The childminder provides children with food if requested by their parents. The childminder informs parents of the food that she offers to the children each day on her notice board. This helps her to ensure that the children are offered a varied and balanced diet.

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

The childminder has a suitable understanding of the safeguarding and welfare requirements. She has attended child protection training and is aware of her responsibilities in recording and reporting concerns about children's welfare. However, the childminder has not implemented a written statement of procedures to be followed for the protection of children. The childminder was unaware that she had to do this and therefore it is a breach of requirements of the compulsory and voluntary parts of the Childcare Register. The childminder does have additional policies in place, such as the procedure to be followed if a safeguarding allegation is made against her or other adults in the home. The childminder holds a full and valid paediatric first-aid certificate and is confident in knowing how to administer first aid to protect children's well-being. The childminder records all accidents and existing injuries and requests that parents sign the documentation so they are aware.

Suitability checks are in place for all adults and children over the age of 16 who live in the household. The childminder maintains all of the required documentation that she needs to support her practice. Parents complete permission forms before their children start at the setting and the childminder makes them aware of her policies and procedures. This ensures that they have a knowledge and understanding of what their children will be doing and the childminder's role. The childminder has a good relationship with the parents. She encourages them to be involved in their children's development and regularly asks for their input. For example, when children begin potty training the childminder sends the parents a letter which explains how she will support the child. She also asks how they will be supporting their child at home so that the approach is consistent for the child. The childminder discusses their children's day with parents on a daily basis and always makes the time to discuss any queries they may have. Parents were not available for discussion during the inspection. However, the childminder requests that parents complete annual questionnaires so that she can monitor her provision and implement any suggestions.

Parents are highly complimentary about the childminder and her home. They are happy with the amount of information they receive about their children and say that their children are 'very comfortable and familiar with you and you provide a home from home service'.

The childminder has detailed risk assessments in place that cover all areas of the home accessible to children. Possible hazards have been identified and the childminder details the systems she has put in place to minimise the risks. For example, cupboards do not have safety catches on them. Therefore, the childminder has made sure that there are no chemicals or objects that would harm children if they were to take something out of the cupboard. In addition to this, the childminder carries out daily visual checks of her home before the children arrive each day. The childminder has a developing understanding of improving her practice and she is aware of areas she would like to improve. For example providing more interactive mathematical games to promote children's development. She would also like to introduce a newsletter to share with her parents to keep them up to date about upcoming events and trips that she is planning. She would also like to share these with children's additional settings so they are aware of the learning opportunities that she is providing. The childminder has good relationships with additional settings that the children attend. The childminder shares children's next steps and progress checks which means they work together to consistently support children's development in all environments.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

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	EY235146
Local authority	West Sussex
Inspection number	832854
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	23/06/2009
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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