

Inspection date	01/12/2014
Previous inspection date	12/11/2008

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 skilfully with children as they play and promotes their learning.
- The childminder creates a child-friendly environment that enables children to move freely and safely around the home.
- The childminder has a good range of resources that are easily accessible to children. This means they are able to make choices and initiate their own play.
- The childminder is warm, caring and friendly. As a result, children feel comfortable, confident and happy.

It is not yet outstanding because

- The childminder has not fully established ways in which parents can share their observations of their child's achievements and take an active part in the assessment process.

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.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled relevant documentation including children's learning records.
- The inspector took account of the views of parents from the childminder's questionnaires.
- The inspector looked at the childminder's self-evaluation form and improvement plan.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2007. She lives with her adult daughter in a first floor flat in the centre of Eastbourne, East Sussex near to shops, schools, parks and the beach. The majority of the flat is used for childminding. There is no garden so the childminder takes children to parks and the beach for daily outside play. The childminder has one dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. She also offers care to children aged up to 11 years. The childminder takes children to local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- extend opportunities for parents to contribute to children's learning and the assessment process.

Inspection judgements

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

The childminder has good systems for finding out about children and helping them settle in easily. She works very closely with parents and gains plenty of useful information from them about children's abilities, interests and routines. The childminder also does home visits and this enables her to get to know parents and children well before they start with her. She plans and provides activities and resources that she knows will interest and engage children. As a result, children quickly settle and enjoy their time with the childminder.

The childminder provides a wide range of interesting, challenging and fun activities that children enjoy. She observes and assesses children's progress competently as they play and join in planned activities. This enables her to plan effectively to extend their learning and development. The childminder supports children as they play and questions them skilfully to improve their learning. She encourages them to share their ideas and extends their communication skills successfully. As a result, children continue to make good progress towards the early learning goals. The childminder keeps parents well informed about their children's progress by using a daily diary and verbal feedback. She encourages them to share information about their child's current interests on the Superstar document. The childminder uses this information competently to inform her ongoing planning. However, she does not always encourage all parents to share in the observation and assessment process on a regular basis so that they can be fully involved in supporting

their children's further.

At the inspection, the childminder was talking to children and extending their vocabulary effectively. Children were giggling as they tried to copy quite difficult words. They showed that they have become confident speakers who readily share their experiences such as when they went to see fire officers putting out a fire. The childminder's use of a book of photographs of activities and outings they have taken part in previously helps her to promote children's language skills successfully. Children sang rhymes as they played with the dough. They had fun as they playfully mixed up the nursery rhymes. Children concentrated well at activities and became absorbed in purposeful play. They were keen to join in the well thought out activities the childminder had planned. For example, children thoroughly enjoyed rolling out the dough and making handprints. Children were learning to solve problems as they completed puzzles with the childminder. They showed good control and creativity as they made models using glue and various materials, such as glitter.

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

The childminder prepares children well for moving successfully on to school. She helps children develop good social skills by taking them to group activities. The childminder has good strategies for helping children learn to manage their emotions and share resources. Children behave well and respond positively to the childminder's instructions and reminders. The childminder is kind, caring and supportive. She builds good relationships with children. This results in children forming strong emotional bonds with her. They showed good levels of confidence and security at the inspection.

The childminder encourages children to explore and investigate for themselves. She gives them a good level of support but also encourages them to be independent. The childminder makes the wide range of stimulating resources easily accessible to support children's increasing independence. She creates a safe, welcoming and attractive play space with plenty of low-level storage units. At the inspection, children were moving around the home independently and helping themselves to resources. They helped to tidy up and took on responsibilities such as finding the rolling pins for the dough activity.

The childminder helps children develop a thorough understanding of the importance of healthy lifestyles. She keeps her home clean and teaches children to adopt good personal hygiene routines. The childminder talks to children about what is good to eat and why. She takes children out for daily exercise and fresh air and this helps children to develop good physical skills and coordination. Children enjoy a variety of interesting outings to parks, beach, pinetums, wildlife centres and museums. They learn to manage risks as they climb trees and explore outdoor play equipment. The childminder actively promotes children's awareness of how to stay safe when on outings.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is well organised and maintains all the required documentation. This contributes to an effective partnership with parents and the promotion of children's well-being. The childminder has completed training in safeguarding. As a result, she has a secure understanding of how to safeguard children and deal with any child protection concerns. The childminder maintains a safe and secure environment for children.

The childminder is fully aware of the importance of working closely with agencies and any other settings involved in the care of individual children. This helps to promote consistency of care and learning for children. The childminder has good systems for the two-way exchange of relevant information with parents. This enables them to work successfully together to promote children's welfare. Parents made very positive comments about the childminder's care. They stated that they like the fact that children have friends to play with.

The childminder reviews and evaluates her practices competently. She shows a realistic awareness of her strengths and areas needing improvement. For example, the childminder makes good use of her assessment records to check that her planning and educational programmes are helping her to meet children's individual learning needs. However, she has identified the need to review and simplify her observation and assessment process to aid her in the identification of gaps in children's learning and learning priorities. The childminder is taking positive steps to improve her overall provision. She has introduced the use of a mirror to support children in expressing, and dealing with, their emotions. The childminder is making good use of local authority visits to help her to identify further areas for improvement. She also attends training courses to improve her knowledge and skills further. 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	EY351467
Local authority	East Sussex
Inspection number	828625
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12/11/2008
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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