

Inspection date	09/12/2014
Previous inspection date	17/06/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Babies have a strong bond with the childminder who interacts with them warmly and follows their care routines well.
- The childminder provides suitable educational programmes for young children who make steady progress in their development, particularly in early mathematics.
- The childminder has good communication systems to liaise with parents about meeting children's individual needs.

It is not yet good because

- The quality of teaching is not consistently good because the childminder does not have a complete knowledge of the areas of learning and how to plan successfully for all children's learning needs.
- The childminder does not have an up-to-date paediatric first-aid certificate.
- Evaluation methods and the drive for continuous improvement are not robust, particularly in relation to the uses of space and resources.

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's interactions with them.
- The inspector discussed the children's progress with the childminder.
- The inspector sampled relevant documentation, including some safeguarding documentation and children's records.
- The inspector read feedback from parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and teenage son. The family home is situated in a residential area of Chichester in West Sussex, within walking distance of the city centre. Children are cared for on the ground floor of the property only and use the upstairs bathroom. There is a rear garden for outside play. The family has a cat and indoor fish. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children attending on a part-time basis, all of whom are in the early years age group.

What the setting needs to do to improve further

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

- improve the quality of teaching to ensure it is consistently good, by gaining good knowledge of all areas of learning and considering carefully the individual needs, interests and stages of development of each child, and using this information to plan consistently challenging play activities, so children progress well in their learning
- obtain a current paediatric first-aid qualification.

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

- develop accurate evaluation methods to identify and address all areas for development, particularly with regard to use of available space and play resources.

Inspection judgements

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

Children make steady progress from their abilities on entry and in gaining important skills because of the guidance and support they receive from the childminder. Babies smile contently and relate positively to the childminder who is responsive to their needs. Toddlers enjoy holding hands to walk around the room to develop their physical skills, but the childminder does not have any toys for babies to push along and walk, so they can practise independently. This is because the childminder's planning system does not always build on what children can already do, although planning has improved since her last inspection. The weakness means that activities provided for children do not always provide good levels of challenge to hasten their progress.

The childminder's educational programmes require further development. The childminder's interaction with children is warm and at times purposefully builds on what children know and can do. For example, she sits on the floor opposite babies, makes good eye contact and models how to use toys, such as putting shape pieces in the shape sorter. She imitates babies' attempts at finding their voices. She tunes into what they do and on occasions she extends play by offering them more challenge. For example, when the childminder noticed young children pretending to use a phone she does the same, holding the phone to her ear and saying, 'Hello dada'. Doing this encourages young children's emerging communication skills. The childminder understands that children learn through exploration using their senses and provides them with some suitable activities. For example, she encourages children to explore by wrapping objects in paper for them to investigate.

The childminder knows how to provide older children with various suitable play activities. Her knowledge of the area of understanding the world is not as good as it is for other areas, such as mathematics. The childminder promotes mathematics by providing children with examples of counting during routines, games and activities, such as matching two or three toy animals onto numbered sheets.

The childminder provides varied creative activities for older children, such as making Christmas stockings out of pre-cut felt. Although children make choices, they are not wholly the children's ideas and designs. Children enjoy regular singing and dancing activities at home using a DVD, so they are active and learn rhymes. The childminder makes little use of her local community to broaden children's understanding of the world around them, which slows learning in this area.

The childminder has developed learning records of the children's activities and progress, which she shares with parents. These include accurate written assessments of the children's capabilities when aged between two and three years. These help the childminder plan children's next play activities. Children acquire the skills they need to ensure they can move on in their learning.

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

Children form positive attachments to the childminder through the warm and understanding support they receive from her. Because of this emotional security they are happy and safe. Babies often cuddle into the childminder during their play because they are emotionally secure.

The childminder has not kept her first-aid qualification up to date, but her past experience of being a first-aid trainer and her confident ability to deliver first aid means this weakness has not had a significant impact on children's well-being.

Children learn behaviour expectations through consistent practice and guidance from the childminder and their parents. This consistent approach means children behave well. Babies enjoy praise and encouragement from the childminder; for example, they smile and

copy her hand clapping. Babies go off to sleep readily because the childminder recognises when they are tired and uses sleeping facilities that follow parental wishes. Doing this helps the childminder meet their individual care needs.

Children use a clean, safe play space indoors and out. Some suitable play resources for the younger ones are on offer in the living area, so they can make some choices for themselves. The childminder does not always make good use of the available space and resources. For example, play resources, such as books and simple puzzles, are not organised for them in their immediate play environment because of the weaknesses in the childminder's planning. This means children cannot always use the toys and equipment they wish to play with, particularly more stimulating items. Nevertheless, the childminder gets such items out for children at other times of the day. The childminder is developing a separate playroom, recognising that this will improve her play provision for children indoors.

Outdoors, play choices in the garden are restricted to the summer months, which means children who prefer learning outdoors cannot do so all year round at her home. Nevertheless, the childminder suitably promotes children's physical development. She takes children out for fresh air and exercise each day. The childminder encourages young children to develop physically, for instance by holding their hands as they learn to walk.

Children eat nutritionally well-balanced snacks provided by either their parents or the childminder, which help them learn to eat healthily. They have access to their drinks throughout the morning, so need not be thirsty. The childminder pays attention to following a hygienic nappy-changing routine by washing her hands after nappy changing.

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

The childminder has a generally secure understanding of her responsibilities regarding meeting the safeguarding and welfare requirements. However, she has allowed her first-aid certificate to lapse, so the safeguarding and welfare requirements are not met in full. The childminder shows a clear understanding of how to implement her child protection procedure in the event of any child welfare concerns. Her safeguarding documentation is up to date and complete, including her medical records and record of attendance. The childminder ensures her home is safe for children and conducts risk assessments effectively to identify and minimise hazards. For instance, safety gates prevent children's access to the kitchen. These actions help the childminder maintain children's safety.

Since her last inspection the childminder has improved her provision so that she now promotes better outcomes for children. She has addressed most of what she was asked to improve previously but her evaluation methods to drive improvement well are not robust. This means that some weaknesses still remain, but her positive attitude to meeting children's individual needs is evident.

The childminder has a collaborative, good approach to working with parents. She builds

strong relationships with them through her clear, varied lines of communication. Parents write positively about the childminder and are extremely pleased with the care and learning provided. The childminder has good ways to link with other early years providers who also care for the children.

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:

- obtain an appropriate first-aid qualification (compulsory part of the Childcare Register).
- obtain an appropriate first-aid qualification (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	EY360450
Local authority	West Sussex
Inspection number	996489
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17/06/2014
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

