

Inspection date	25/11/2014
Previous inspection date	09/12/2008

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 skilfully promotes children's learning through play so that they continue to make good progress.
- The childminder creates a visually stimulating and interesting play area that children enjoy exploring and that captures their interest.
- The childminder actively promotes children's independence and self-care skills so that they learn to see to their own needs confidently.
- The childminder competently reviews and improves children's learning experiences, which helps to make sure she continues to engage and challenge children.

It is not yet outstanding because

- The childminder has not fully developed the range of resources to help extend children's understanding of the 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 in the indoor learning environment.
- The inspector discussed childcare practise with the childminder.
- The inspector took account of the views of parents, obtained from letters seen at the inspection.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2007. She has a childcare qualification at level 3. She lives with her husband and three children in a house in Upper Beeding, West Sussex, near parks, shops and schools. The childminder uses the whole of the ground floor of the property for childminding. There is a garden available for outside play. The childminder has a dog, cat, rabbit and two reptiles.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children in the early years age range. The childminder also offers care to children aged up to 11 years. She is a member of an approved childminding network and is currently in receipt of funding to provide free early education for three-year-old children. 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 resources that reflect positive images of diversity in order to further promote children's awareness of the importance of valuing differences.

Inspection judgements

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

The childminder liaises successfully with new parents to help children settle. She gains plenty of helpful information from parents about their children. This enables her to provide resources and activities that meet children's individual needs effectively. The childminder consistently observes and assesses children's progress across all areas of learning. She competently identifies learning priorities for each child and plans further challenging activities for them. As a result, children make good progress in their learning and development. The childminder keeps parents well informed about their child's achievements. She also encourages them to be involved in extending children's learning at home. This enables them to work together to promote children's learning and development successfully.

The childminder gets to know children well and is skilled at extending their learning as they play and explore. For example, the childminder knows how to use everyday activities such as snack times to promote children's awareness of colours. At the inspection, she talked to children and asked them questions that helped them develop their skills in speaking. Children showed they have become confident speakers who readily share their ideas and views. The childminder repeated and reinforced words clearly to help children

acquire new vocabulary. She makes good use of sensory play such as a tray of rice to develop children's physical and communication skills. Children were developing good hand-eye coordination as they had fun pouring and scooping the rice into pots. The childminder encouraged children to talk about what they were doing. Children showed a keen interest in the learning experiences and the various posters on display. For example, they talked about what they could see on the alphabet poster. The childminder used this opportunity successfully to develop children's awareness of letter sounds. Children were finding and naming the pictures beginning with certain letters. The childminder introduced numbers, letters and shapes as children played. They counted along with her and used mathematical language such as big and small correctly. Children joined in enthusiastically with group activities such as a game that encouraged them to identify opposites. They demonstrated that they are well motivated to learn. They happily explored and investigated the varied range of stimulating resources. As a result, children are developing the skills they need to prepare them for a successful move to school.

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

The childminder is kind, caring, friendly and supportive. As a result, children form secure emotional attachments to her. At the inspection, they showed they felt happy, secure and confident as they approached adults. Children showed a strong sense of belonging as they moved freely and independently around the home. They showed they are developing good social skills as they joined in activities with their friends. Children behaved well and responded positively to the childminder's gentle reminders about the need to share resources and play together. Children demonstrated good levels of independence as they put their finished sticker pictures in their named hanging storage pockets.

The childminder has created a child friendly room with different play areas such as a creative table with crayons, pens and dough. She makes good use of the wall space to display pictures and posters that interest children. There is a good range of stimulating resources for children to choose from. The childminder encourages children to make decisions about what they want to do. This results in children becoming increasingly independent and having the ability to initiate their own play. However, the childminder has not fully developed a wide variety of resources to extend children's awareness of people's differences.

Children develop a good understanding of the importance of personal hygiene through everyday routines and prompts from the childminder. They adopt good hygiene practices, such as washing their hands after they have been to the toilet and brushing their teeth. The childminder teaches children to put their hands in front of their mouths when they cough. The use of a toilet just off the playroom, which means that children can easily and quickly learn to see to their own personal needs. The childminder actively promotes children's health by providing healthy, home-cooked meals. Children enjoy healthy snacks. They help themselves to water when they get thirsty, as the childminder leaves their beakers easily accessible. The childminder plans activities such as visits to a fruit and vegetable farm. She uses these activities competently to help children develop a good awareness of what healthy food is and where it comes from. Children enjoy plenty of

outdoor play and exercise and this helps promote their physical development.

The childminder takes children on outings and uses these opportunities to help them develop a good understanding of how to stay safe. For example, children learn to be wary of people they do not know, and begin to understand how to cross roads safely. The childminder helps children learn to manage risks as they use varied equipment at parks and soft play areas. She also teaches children about what to do in the event of an emergency in the home. They practise emergency evacuation together and then visit the local fire station to talk about safety.

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 in a professional and correct manner. The childminder has completed safeguarding training. As a result, she is up to date in her knowledge of the correct procedures for dealing with a child protection concern. The childminder takes robust steps to make sure her home remains safe and secure for children. This all helps promote children's safety and welfare.

The childminder forms good working partnerships with parents. This contributes to consistency in children's care and learning. Parents stated that they are impressed by the variety of toys and activities the childminder provides. They feel their children are making good progress because of the childminder's input and the way she adapts activities to suit children's needs. Parents said that the childminder keeps them well informed about their children's achievements and welfare. The childminder links successfully with other settings sharing the care of children. There is a good two-way exchange of information that enables them to work together effectively to meet children's needs and help them make further progress.

The childminder meets the learning and development requirements of the Early Years Foundation Stage effectively. She regularly reviews and evaluates her planning and assessment system. This enables her to identify and narrow gaps in children's learning. She continually checks to make sure that activities are suitably challenging for children to meet their development needs. The childminder gains fresh ideas of stimulating activities from various sources such as websites and a children's centre. This enables her to provide increasingly fun and interesting learning experiences that help children make good progress. For example, she introduced water painting outside and this has helped children develop their physical skills and coordination. The childminder has also increased the range of sensory activities that enable children to investigate different materials.

The childminder evaluates her childcare provision successfully. She shows a competency in identifying areas needing improvement. She focuses well on developing her practices and improving outcomes for children. For example, a recent positive development has been the painting of a black area on a wall in the playroom. At the inspection, children

thoroughly enjoyed drawing and 'writing' on this blackboard. They are developing good early writing and creative skills as they have fun. It also created good opportunities for the childminder to develop children's communication skills as she got them to talk about what they were drawing. The childminder continues to increase her skills and knowledge by attending further courses. She shows she has a strong capacity to sustain continuous improvement to her childcare provision.

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	EY367769
Local authority	West Sussex
Inspection number	829054
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/12/2008
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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