

Inspection date

Previous inspection date

23/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good understanding of how children learn. She encourages them to choose their favourite books and toys and joins in their play enthusiastically.
- The childminder uses her experience of working with children to provide activities that take into account different ages and abilities.
- Children are happy, motivated and show good levels of independence, curiosity and use their imagination well in play.
- The childminder is enthusiastic about her provision and reflects well on her practice, making changes as needed. She effectively plans for her own development through undertaking further training.

It is not yet outstanding because

- Written print in the form of names and labels is less evident in the learning environment to extend children's early literacy skills.
- The garden is not currently used to its full potential to benefit children in their play and 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and interaction between the childminder and children during play in the open plan lounge/dining area.
- Joint observations were conducted with the childminder during an adult-led activity.
The inspector sampled records and documentation relating to children's progress and development, safeguarding and welfare requirements and the childminder's records relating to quality assurance and self-evaluation.
- The inspector took account of the views of parents through looking at recent written testimonials.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her parents in the Hassocks village in Keymer. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There

are currently four children on roll, of whom two are in the early years age group. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has two dogs. She is a member of the National Childminding Association and holds a National Vocational Qualification at level 3 in childcare.

What the setting needs to do to improve further

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

- create an environment that shows varied examples of text to encourage children's early reading skills
- develop the use of the outdoors, for example by providing equipment that children can move safely to create their own structures such as milk crates, tyres, large cardboard tubes to promote children's learning and challenge children.

Inspection judgements

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

Children make good progress in their development, as the childminder is well qualified, caring and attentive. She knows how to provide activities that help children progress across all areas of learning. The childminder makes regular observations of children's achievements to assess their progress and identify their next steps in learning. As a result, the children are making good progress towards the early learning goals, taking into account their starting points. Good relationships with parents are forged from the outset so that the childminder can offer a service tailored to their needs. She finds out about children's individual interests and routines to ensure she provides a service that includes all children. Parents are provided with written, daily information about their children's day so that they are encouraged to be involved in their care and learning. Planning is adapted to respond to children's individual interests and developmental needs, determined by discussions with parents and useful observations of children's play. The childminder uses photos well to show the activities children participate in and the progress they have made. She provides a happy, fun environment where children are developing good skills and knowledge.

The childminder places a high priority on communication and language development. She talks to the children constantly, encouraging them to talk about their own experiences as they play. The childminder's enthusiasm is infectious and this is imitated by the children

who show a sense of curiosity and enjoyment in what they are doing. The childminder joins in as children play together which keeps the children interested and motivated. They have great fun acting out familiar situations in role play. A tummy ache is treated very seriously as children explore the instruments in the doctors kit to ease the pain. The childminder extends children's language skills well during these activities introducing new words such as stethoscope. This develops children's imagination and helps them make sense of the world in which they live.

Children's early writing skills are developing well. They are provided with daily access to a variety of writing tools and participate in a broad range of messy play and craft activities. This means that they have numerous creative opportunities to begin to make marks. Children snuggle close to the childminder to listen carefully and contribute to the story telling of their favourite books. She reads stories in an engaging way and her good use of open-ended questions extends children's language. Although children are learning to enjoy books, they see few other examples of words in the home or garden, to show them how words can be used in fun ways to convey meaning. The childminder skilfully gives children the time to explore their interests so that they extend their concentration skills. On a planned outing children selected canvas frames and on return created colourful paintings using fine paintbrushes. The childminder encourages the children to talk about cause and effect as they mix together the red and white paint to create pink. She plans well focused next steps for pre-schoolers so that they move on to school having gained good social and learning skills.

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

Children are happy, confident and play well as the childminder develops good relationships with them. She is caring, attentive and affectionate and uses lots of praise and smiles to make children feel safe and secure. As a result children demonstrate a strong sense of belonging and their self-esteem is promoted. Children are motivated and confident. They readily select resources they wish to use with a purpose and reason. They approach visitors with confidence to show them their paintings and engage in lively conversations. Children are learning about their community as they go on trips to the local village pet shop. They learn to be gentle with animals as they pet the guinea pigs and rabbits. Transition arrangements when children first start are effective and parents are given as much time as they need to settle their children. Parents complete 'All About Me', which is a record of children's starting points, helping the childminder to plan activities that engage children's interest from the outset.

The childminder provides a good range of resources and she builds on these according to children's interests and level of involvement. Overall she has spent time preparing a stimulating learning environment to support children's all-round development. Children receive clear guidance which helps them understand what is expected and, consequently, they behave well. They know they need to sit at the table for meals and say 'please' and 'thank you'. Children are learning to keep themselves safe. The childminder allows children to take some risks, for instance, by teaching them to use plastic knives when cutting fruit. Children follow effective hygiene routines promoted by the childminder. For instance,

they are reminded to wash their hands before snack and lunch time and walk safely and confidently to the bathroom. Children develop healthy lifestyles with a good focus on outdoor activities and play. This includes outings to parks, woodlands and indoor physical play areas. However, there is scope to improve the garden to offer more challenge and interest. For example, by providing large portable equipment such as large cardboard tubes and tyres, that children can move about safely, so that children can create their own structures.

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

The childminder fully understands local safeguarding policies and procedures. She has a thorough knowledge and effective procedures in place to enable her to identify and respond to and manage any concerns. This helps to ensure children are protected. All adults in the home have undergone vetting procedures, which ensures their suitability to be in the presence of children. The childminder maintains a safe environment through the use of documented risk assessments, this ensures that identified hazards in the property are minimised and allows children to move around the premises in comfort. She meets all regulatory requirements, such as, documenting accidents and maintaining a register of children's attendance. The childminder has a good understanding of the learning and development requirements and plans for children's individual learning needs. She completes the two-year-old progress checks and shares them with the parents and other settings attended by the children. Relationships with parents are positive and information about the children's care and learning is shared verbally as well as through the learning journals. Parents are very satisfied with the care provided and this is supported in their positive written testimonials.

The childminder shows a commitment to continually developing the setting and her own practice. Since registration, the childminder has grown in confidence and has improved on how she observes, assesses and plans for children's individual learning. She successfully identifies her strengths and areas for future improvement. For instance, she has plans to access a course on safeguarding children. The childminder keeps up to date with the legal requirements and updates her knowledge to reflect changes. For example, she has added the use of mobile phones and cameras to her written safeguarding policy and procedure. The childminder recognises the importance of developing effective communication with other professionals involved in children's care and learning. She has established relationships with the schools and pre-schools where the children she minds attend. This enables children to receive a consistent approach to enhance their development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY430562
Local authority	West Sussex

Inspection number	766097
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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