

Inspection date

Previous inspection date

07/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- The children are welcomed into a warm, friendly home, where they are valued and included to ensure none are disadvantaged.
- Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.
- The childminder shows a commitment to keeping her skills updated, has a professional approach to her childminding and is committed to continual improvement in the setting and providing good care.
- Children feel safe and secure with the childminder as her arrangements for safeguarding the children are robust.

It is not yet good because

- The progress records for each child do not yet give enough information about what children know and can do to enable the childminder to plan for their next steps.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment.

Inspector

Alison Large

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and their young child in a house in the Burgess Hill area of West Sussex. All areas of the ground floor are used for childminding and access to the premises is via a ramp. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is currently caring for one child in the early years age group on a part time basis. The family has no pets. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- Develop the requirements for assessment by: observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations and plan their next steps.

Inspection judgements

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

Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging. The childminder demonstrates an understanding of the Early Years Foundation Stage and of how young children learn. She has a good knowledge of the areas of learning and plans appropriate activities that enable children to make progress in their learning and development. However the systems to monitor children's progress are in their infancy and do not identify the areas for children to develop further.

The childminder gets down on floor level to play with young children and she interacts with them well. Children take part in a wide range of adult and child initiated activities which follow their own interests. During the inspection children had great fun playing with some balloons. The balloons are hit to the childminder and there was laughter and excitement trying to keep them in the air. Children's language is developing as they are encouraged to speak and sound letters, and the childminder uses questions and discussion with the children to challenge their thinking. Children have opportunities to count frequently and talk about shape and size. For example, recognising the different sizes of the cars and counting them during the play. They enjoy looking at books and sharing stories with the childminder. The childminder has yet to implement the two year old progress check, but has a sound understanding of how to put this into practice. The childminder keeps parents informed about their children's learning and development, via daily discussions and she plans to share the folders of their children's progress with them.

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

The childminder provides a safe and welcoming environment for children, ensuring they are all included and supported. The childminder obtains information from parents about

likes and dislikes, and children's routines when they join the setting. As a result children are secure and happy in her care. Children engage in a range of indoor and outdoor activities. They develop their physical skills as they access the garden to play, or go for walks, where they can move around freely and practise their large motor skills. Children develop a good understanding of how to keep safe. For example, practising the fire evacuation, so that they develop a clear understanding of what to do in the event of an emergency and talking about road safety when crossing the road. They develop an understanding of the importance of keeping healthy and the childminder plans activities that contribute to their good health. Healthy meals and snacks are provided in accordance with the parents wishes, and drinks are readily available throughout the day. The children learn about good hygiene routines as they are encouraged to wash their hands after using the toilet and before eating.

The childminder has effective systems in place to manage behaviour. Children's behaviour is very good; they understand routines and respond to clear and consistent directions from the childminder. In addition, the childminder is consistent in her approach to handling issues that impact on children's safety. For example, reminding children to pick up toys so they do not trip over them. The childminder has made good links with the local pre-school the minded child attends; this enables the child to be fully supported and ensures continuity of care. Although she does not yet care for any children who are due to attend school she is aware of making links and working with the parents to enable a smooth transition when the time comes.

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

The childminder has a secure understanding of safeguarding issues and is confident of the procedures to follow for any concerns. She has a good awareness of child protection issues and has a clear safeguarding children policy, which informs parents of her responsibility to act on any concerns she may have about the children in her care. The childminder has not put any formal systems in place to monitor her practice, but is beginning to reflect on her strengths and is aware of some areas she can develop to continue to progress. A comprehensive range of policies and procedures ensures that every child's needs are met. The childminder carries out thorough risk assessments of the home and for outings.

The children benefit from the good relationships forged between the childminder and their parents. The childminder has effective communication systems with parents to ensure they are kept fully informed about their children. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good. The childminder enables every child's needs to be successfully supported and their protection assured. Equality and diversity are promoted well; the childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning.

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	EY449289
Local authority	West Sussex
Inspection number	805880
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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