

Inspection date

Previous inspection date

11/12/2013

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

- Children benefit from a well-organised learning environment where they can be independent, active learners.
- The two childminders work closely together to provide a good standard of care and attention which gives children a great sense of security and confidence.
- The childminder gives children very effective support in their learning. Children make good progress as a result.
- Parents are well-informed of their child's care and learning, and benefit from a strong partnership.

It is not yet outstanding because

- On occasions, the childminder does not fully support younger children's thinking skills which reduces their opportunities to think creatively and critically.

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 at play in the childminder's home and garden.
- The inspector examined a range of documentation.
- The inspector discussed with the childminder how he evaluates his work.
- The inspector met with parents to gather their views.

Inspector

Susan McCourt

Full report

Information about the setting

The childminder registered in 2013. The childminder works with his wife who is also a childminder. They have three older children and work together all the time. They live in a three-storey house in Wick, West Sussex, near to schools, shops and parks. The whole of the ground floor is used for childminding with rooms upstairs for sleeping. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll for both childminders, 11 of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's critical and creative thinking consistently by using open questions and giving children time to respond.

Inspection judgements

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

The childminder has a good understanding of how to meet the learning and development requirements. He uses a wide range of resources and equipment to make sure that children are making progress in each area of learning. He knows children's individual personalities and interests which helps him to target activities which he knows will engage children in purposeful play. This helps children to make good progress in their learning.

The childminder has good teaching skills. He uses complex sentences with children who have mature speaking skills and shorter sentences with toddlers who are acquiring their vocabulary. This means he skilfully differentiates between children and fosters their progress as individuals, even in group activities. The childminder engages children in early writing, such as using the chalk board. He encourages children to use large circular arm movements as well as more precise movements. This means that children have fun as they draw as well as fully developing early writing skills. Children benefit from open-ended messy play as well as craft activities. For example, young children using glue sticks explore the patterns they can make on the table surface, as well as using the tissue and sugar paper. The childminder joins in with children's enjoyment of this exploration as he understands that all play builds children's skills. The childminder is skilled at devising challenging activities. For example, he used a sound library to create a story, using transport sounds and cityscape or beach sounds. As a result, children created their own narrative, choosing to go on a journey into space. He then facilitated children to extend this by organising furniture into a rocket shape so that they could act out the story they

created. This means that children shape their learning and play for extended periods on a chosen theme. The childminder is skilled at encouraging children's thinking by making deliberate mistakes. For example, by describing a cotton reel as orange, the child corrects him and practises how to say 'blue'. However, children's critical and creative thinking is not fully extended as the childminder does not consistently ask open questions or ask younger children to devise solutions.

The childminder works closely with the co-minder and parents to establish children's starting points when they begin attending. He then plans activities which he knows will be of interest to engage children in high quality play. The childminder makes regular observations of children's progress and works with the co-minder to review children's achievements in each area of learning. The reviews are made every three months and means that the childminder can carry out the progress check at age two. The childminder tracks children's learning against the expected levels of development and demonstrates that children are making strong progress. The childminder also notes which areas of learning have been observed which means he can easily identify that the whole curriculum is being covered. Parents comment on the reviews so they always know their children's current level of development as well as their next steps. This builds a strong partnership with parents and demonstrates that children are acquiring the skills they need for the next stage of learning.

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

The two childminders work very effectively together to provide warm and affectionate relationships with children. They give children the freedom to choose who they want to go to for comfort and care, which gives the children a good level of security and confidence. As a result, both childminders are strong key persons for the children. Children have their own bedding and personal items at the childminder's house, and see their photographs and art work on the wall in the playroom. This gives them a great sense of belonging and ownership. The childminder creates an interesting and stimulating learning environment. Equipment is stored on low shelves so children can be independent, active learners and choose their activities. The dedicated playroom also has posters, a large felt board and chalk board at child height, which creates an inviting space for children to play. The garden has been planned around children's needs, providing an all-weather artificial grass surface and paving. There is a wide range of play activities available outdoors, such as a playhouse, climbing frame and large construction toys. This helps children to engage in outdoor play that covers the whole curriculum.

Children have good opportunities to learn about healthy lifestyles. They eat a healthy balanced diet which is largely provided by parents. The childminder provides support to parents with ideas for healthy packed lunches and shared strategies such as baby-led weaning. Children eat together in a social atmosphere. The childminder is attentive to children's care needs and children have good self-care skills. For example, they let the childminder know when they need a nappy change, and wash their hands after using the toilet. Children's opportunities for physical development are also good. Children enjoy using the climbing frame and ride-on toys. They gain good skills in kicking footballs and

rugby balls in cooperative play. Children's small muscle control is also well fostered by frequent activities which require precise movements, such as small puzzles, craft and early writing. Children learn how to manage risks and personal safety because the childminder works closely with his co-minder. Between them, they can give personal attention to children experimenting with new skills such as going on a slide for the first time, while the other stays with the other children.

Children's behaviour is good. Children learn to cooperate in games and take turns with equipment such as toy telephones and at the chalk board. The childminder is skilled at devising activities which support children's negotiation skills. For example, he gives a group of children different pieces of train track so that they have to work together in order to organise their game. This gives them mature social skills and a strong understanding of how to work as a group. Children enjoy taking responsibility for tidying toys up before getting out new equipment. This means that, overall, children acquire the skills they need for the next stage of their learning.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. He has policies and procedures on safeguarding practice and understands what action to take should he have concerns about the welfare of a child. These policies are made available to parents so they understand his duties and responsibilities. All documents and records are well-maintained, such as registration forms, accident and medication records. This underpins children's well-being. The childminder assesses and reviews risk in the home and on outings. For example, he reviews children's sleeping arrangements at Christmas time because a tree presents a specific fire risk. The childminder works very closely with his co-minder and draws on her experience and knowledge when working with children. He evaluates his practice and reflects on ways to enhance activities in the future. The childminder works with his co-minder on long term goals in consultation with parents and children. He undertakes research to identify new activities and resources that would meet particular children's needs and interests, which demonstrates a strong capacity for continuous improvement.

Parents receive detailed verbal handovers as well as daily diaries to keep them up to date with their child's day. Parents also regularly meet with the childminder to discuss children's learning and development. They value the home-from-home atmosphere combined with the fact that children are also effectively in a small group. Parents appreciate the advice and support that the childminder can give as an experienced parent, and comment that this team approach helped to quickly address toddler tantrums. They receive a comprehensive handbook which describes how the childminders work and what to expect. The childminder works in partnership with other day care settings, schools and other professionals. The childminder understands that this is crucial to providing consistent care for children. For example, he shares information with the school where children have specific care needs.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY461875
Local authority	West Sussex
Inspection number	923700
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	20
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, 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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