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| Inspection date | 05/02/2013 |
| Previous inspection date | Not Applicable |

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| 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

- Close friendship bonds are evident between the children, the childminder and her family, which enable children to develop a strong sense of belonging.
- The childminder fully adopts strong partnerships with parents to support a consistent approach to children's learning and development.
- The childminder has effective systems for observation and assessment and therefore, she is able to plan well for children's next steps in their learning.
- Children have many opportunities to take part in a good range of fun and stimulating activities and they make good progress in their learning and development.

It is not yet outstanding because

- The childminder does not display pictures and photographs showing familiar events, objects and activities, in order to prompt conversations and discussions.
- The childminder does not currently provide activities which help children to learn about the differences in sounds, word patterns and rhythms.

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 viewed and sampled the childminder policies and documentation.
- Observations of interaction between the childminder and the minded children were undertaken throughout the inspection.
- The inspector sought the views of parents through their written feedback.
- The inspector undertook a tour of the home environment.

Inspector

Helen Penticost

Full Report

Information about the setting

The childminder registered in 2011 and lives with her husband and two young children in Southwater, West Sussex. The family has a cat. The whole of the home is used for childminding purposes and children have access to a lounge and dining/kitchen area. Access to the first floor is restricted by the use of a stair gate. Bathroom facilities are located on the first floor. Children have daily opportunities for outdoor play in the garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently

caring for one child 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:

- display pictures and photographs showing familiar events, objects and activities and talk about them with the children
- provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She uses her local authority's written observation and assessment system. She also uses her own previous experiences as a nursery nurse to support her. The childminder gathers information about the child's starting points from parents by using 'All about me' documents. She notes down any observations and developmental moments, which she then uses to assess children's stage of development against Development Matters in the Early Years Foundation Stage. This enables her to highlight any emerging gaps and then plan for children's next steps. She is able to demonstrate in writing and verbally that children make good progress in all areas of learning and development. The childminder uses daily diaries to keep parents informed and they are able to view their child's developmental file at any time. This enables parents to be involved in their child's learning. The childminder has a good understanding of the two year check and has documentation in place to provide parents with a written review.

Children happily initiate their own play experiences and demonstrate good levels of concentration. For instance, they take apart the train made from connecting bricks and look intently at working out how to put it back together again. Activities such as these offer children opportunities to develop their spatial awareness as well as enhancing their small muscle skills. The childminder ensures that children's favourite toys such as the trains and play sets are set out and ready for their arrival. This enables children to settle and engage in an activity quickly. Children are able to carry out simple instructions. For example, when the childminder suggests that they find the cars, children locate the correct storage box.

Children select their choice of story book from the shelving unit. They sit with the childminder who reads the story but also links it to toys that they have been playing with. For instance, the childminder asks if they can find the same colour train, amongst the toys, that corresponds with the picture. They are able to match the colours of the trains and then listen intently to the story. The childminder used open ended questions and gives children the time to respond. However, the childminder does not currently provide children with a variety of resources, such as pictures or photographs of their home lives, to prompt conversations. Also, children do not currently access activities to support their developing understanding of different sounds, word patterns and rhythm to develop their speaking skills. Children play and learn in an environment which is conducive to their developing personal interests. For example, they happily explore the technological equipment that the childminder sets out and they enjoy the reward of the musical tunes and noises. Playing and exploring various forms of technological equipment enables children to develop skills for the future. Children have countless opportunities to undertake creative play. For instance, they explore modelling dough, bake cakes and use chalks to create masterpieces.

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

The childminder is a positive role model for children as she is calm and caring in her manner. A written policy sets out the childminder's positive approach to behaviour management and the strategies and techniques that she adopts. This prompts discussions with parents to ensure a consistent approach. Children continually hear words of praise and encouragement provided enthusiastically by the childminder. This helps children to develop high levels of confidence and self-esteem. Children show that they feel safe and secure in the childminder's care and approach her for reassurance. The warm and close bonds evident between the children and the childminder enable children to develop a strong sense of belonging.

The childminder has full written risk assessments in place for the home and for outings. This enables the childminder to provide a safe and suitable environment for children to play and learn. For example, she uses stair gates to prevent independent access to the first floor. Children can freely access a wide range of resources and toys which the childminder stores effectively. They are of good quality and support all areas of learning. Children have opportunities for physical play both in the garden, where they explore a good range of outdoor equipment, and on outings in the local area. Therefore, they gain an understanding of how to take risks in safe surroundings and the benefits of being physically active. Children develop an awareness of the need to adopt a healthy lifestyle. They have a balanced and healthy diet and independently access their own drinks. This supports their understanding of their own personal needs.

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

The childminder shows a good knowledge and understanding of child protection and her responsibilities in reporting any concerns about a child in her care. She has appropriate guidance and up-to-date legislation at hand, should there be any concerns regarding any child's well-being. A written safeguarding policy and procedures are in place which support her in her role. The childminder has attended required training courses and also holds a relevant early years qualification. She has completed the written Ofsted self-evaluation form which she has used to assess her current level of development in her childminding and is beginning to develop plans for the future. This demonstrates her good capacity towards maintaining continuous improvement and improving outcomes for children.

The childminder demonstrates a secure understanding of how to communicate with other early years settings when the need arises. She also has systems in place to support transitions to pre-school and school. The childminder demonstrates a very good understanding of the need to develop positive relationships with parents and how to maintain the partnership. She initially sets up a meeting with prospective parents, where she shares her policies and procedures and shows them around her home. She then requests that they complete contracts and sign consents. On a daily basis, the childminder shares information verbally and with the use of a daily diary. The childminder seeks the views of parents and they comment very positively about the service. For example they state that the childminder 'is reliable, has never let me down, a good communicator, very flexible, so caring and a fantastic part of my child's and the rest of my family's life.' The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.

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 |
|-------|-----------|-------------|
|-------|-----------|-------------|

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|---------|--------------|--|
| 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

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| Unique reference number | EY426145 |
| Local authority | West Sussex |
| Inspection number | 758683 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 2 |
| 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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