

Inspection date	10/09/2013
Previous inspection date	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 are happy, relaxed and settled in the welcoming and friendly environment. The childminder recognises them as individuals and meets their specific needs effectively.
- The childminder implements her effective policies and procedures to keep children safe and support their well-being.
- The childminder has a very good understanding of how children learn, making good use of opportunities to promote their learning through play and structured activities.
- Children are making good progress in their learning, particularly with their communication and language development.

It is not yet outstanding because

- The childminder does not fully extend children's mathematical skills outdoors to support their learning about shape and space.
- The dark den area does not successfully provide opportunities for children to explore using their senses, and offer a relaxing and inviting space for quiet times on their own.

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 compulsory part 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 playroom and garden.
- The inspector held discussions with the childminder and observed her interaction with the children.
- The inspector looked at children's assessment records and a selection of policies.
- The inspector took account of the written views of parents provided by means of returned questionnaires.

Inspector

Helen Edwards

Full Report

Information about the setting

The childminder registered in March 2013. She lives with her husband and two children, one of whom is at school, in East Hoathly, Lewes. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Most areas of the childminder's home are available for minded children to use, including a secure garden. The childminder holds a level 3 childcare qualification. The childminder has close links with the local pre-school and primary school, and collects children from these settings. There are currently two children on roll in the early years age group who attend on a part-time basis.

What the setting needs to do to improve further

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

- extend the opportunities outdoors for children to explore shape and space, and to categorise and sort a variety of materials and resources
- increase the resources available in the dark den area to provide a relaxing and interesting space, which enhances children's sensory experiences.

Inspection judgements

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

The childminder offers children a broad range of stimulating, planned and spontaneous learning experiences both within her home and in the local community. For example, children help to grow and harvest vegetables grown in the raised beds situated in the grounds of the local school. They also visit the local shops and post office which helps them learn about the local community.

The childminder demonstrates a good understanding of how to support children's learning and development. She talks to them effectively, introducing new words such as 'star' and 'fish', and asking open-ended questions to extend their thinking and language skills. The childminder is skilled in recognising non-verbal communication and uses sign language to encourage children to express their needs and feelings. This promotes children's self-esteem and language development.

Children make good progress towards the early learning goals through a varied and interesting range of activities. Children enjoy sharing books and listening to stories and

rhymes. They build with construction kits and complete puzzles, and take part in cooking activities such as making pizzas or decorating cakes. Children use a dark den although this is not well resourced to allow them full opportunities to explore their senses.

Children benefit from outside physical activities, for example the slide, tricycles, bikes, and the trampoline. They engage in role play in the playhouse, where they feed and care for the dolls. They learn about natural materials and measuring capacity when exploring sand and water with a variety of containers and tools. However, children have fewer opportunities to sort and classify objects according to their shape, size or material.

The childminder uses her observations and assessments of children's development to guide her planning. She provides suitably challenging experiences so that children experience a broad and balance curriculum. For example, children who are reluctant to play with messy materials are gently encouraged to take part. Children are creative as they play with play dough, rolling out the dough and squashing it between their fingers.

The childminder monitors children's progress and shares this information regularly with parents. Children have individual learning journals, which include observations and photographs. Tracking sheets show the progress children make through the Early Years Foundation Stage. This assessment system is robust and precise, which ensures children's skills and abilities are fully built upon to strengthen and deepen their learning and development. The childminder is aware of the need to complete the progress check for children at age two-years in partnership with parents.

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

Children are happy, confident and secure as the childminder develops positive relationships with them and their families. The childminder is caring and attentive, and helps children to feel settled and safe. She successfully promotes children's self-esteem and independence, and as a result, children develop a strong sense of belonging. For example, children move freely around the playroom, selecting the toys they would like to play with. They know where to find their coats and shoes when it is time to play outside.

Children are learning about healthy lifestyles. They benefit from lots of physical exercise outside, and eat healthy snacks and meals, which the childminder provides. She changes her weekly menu in response to children's requests, ensuring that foods are nutritious.

Children learn to take responsibility for their own safety as they learn to keep themselves safe. For example, the childminder follows robust procedures during the walks around the community, and each child takes it in turns to be the leader. Health and safety routines are sound and the childminder underpins her practice through detailed and effective policies. The childminder checks her home daily for any hazards, which are immediately addressed.

Children learn to follow simple house rules for behaviour, and learn to be kind to one another. The childminder is clear about the skills that are important for young children to

gain prior to starting school, such as self-help, confidence and independence. She has formed strong links with the pre-school and primary school in the village and she shares children's achievements with these settings. This is helpful in making smooth transitions from her setting to school and ensures continuity when children attend both settings.

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

The childminder demonstrates a good understanding of her responsibilities to ensure children remain safe. She has attended relevant safeguarding training and knows what to do if she has any concerns about a child in her care. She carries out effective risk assessments regularly. The childminder monitors the setting daily, making visual safety checks to ensure that the environment is safe. She is well organised and has developed a comprehensive set of policies that underpin her practice.

The childminder has a thorough understanding of the requirements of the Early Years Foundation Stage and monitors her provision effectively, seeking the views of those who use her service. Self-evaluation systems work well. The childminder receives support from her local authority childminding support officer to discuss her plans for continual improvement. The childminder ensures her tracking system identifies any gaps in children's development, and she plans stimulating activities to address children's individual needs and interests. Clear procedures are in place to establish and maintain partnerships to support children with special educational needs and/or disabilities when needed.

The childminder works in effective partnership with parents. She believes that regular communication is key to providing the best care for each child. Parents complete questionnaires about the provision which enable them to give feedback. They report that the childminder is an exceptional and intuitive caregiver, and feel at ease and confident leaving their child in the childminder's care.

The Childcare Register

The requirements for the compulsory 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 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 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	EY458846
Local authority	East Sussex
Inspection number	907854
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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