

<b>Inspection date</b>	28/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 supports children's emotional well-being effectively. Children are totally at ease in her care and respond positively to the kindness and affection she shows them.
- The childminder has a good understanding of how children learn. She uses opportunities well as they arise to continually develop children's knowledge and skills.
- Partnerships with parents are excellent. Children benefit from the detailed information shared between their main carers to promote a joined-up approach to meeting their needs.
- Children have independent access to a variety of good quality resources, which promote learning in all skill areas.

### **It is not yet outstanding because**

- The childminder does not consistently reinforce hand washing procedures to consolidate children's understanding of routine hygiene practice.
- The childminder has identified hazards in her home and minimised the majority but has yet to make low level glass in a display cabinet safe or inaccessible to children.

## 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 discussed the childminder's practice with her.
- The inspector observed children's play indoors and outside.
- The inspector took account of the written views of parents.
- The inspector sampled the childminder's documentation, including children's development records.
- The inspector viewed the areas used by children.

## Inspector

Cathy Hill

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and school-aged child, in Horsham, West Sussex. The family has a cat. The whole of the home is used for childminding purposes. Children have access to the lounge/dining room, kitchen and first floor bedrooms. Bathroom facilities are located on the ground and first floors. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range on two days during the week and three children after school hours.

### What the setting needs to do to improve further

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

- increase children's understanding of hygiene practice by consistently reinforcing hand washing routines before meals
- improve safety practice within the home further by making low level glass safe or inaccessible to children.

### Inspection judgements

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

Children are very happy and make good progress with their learning. They are supervised sensitively by the childminder, who uses opportunities effectively to continually challenge and extend children's learning through play. For example, children press buttons on interactive toys to listen to music. They jiggle their bodies to dance and then use their initiative to fetch a toy teapot, which they then bang gently on the table using it as an instrument to accompany the music. The childminder, on observing children's interest, gets out the musical instruments so children can use them to extend their awareness of how different sounds can be made. Children have fun as they blow down a recorder repeatedly to make a high pitched toot and then down a deer caller to make a lower, harsher sound.

The childminder works closely with parents to keep them very well informed and involved in their child's learning. She seeks detailed information from parents about children's starting points to enable her to plan for their development. The childminder keeps written and photographic observational evidence of her assessments of children's learning in their development folder. She tracks children's progress in all areas to provide a clear picture of their developmental stage. Parents confirm that they have 'detailed discussions' about

their child's progress and 'jointly agree areas of focus for learning'. Parents are able to contribute to their child's learning journal and share information verbally and in a communication book, which the childminder sends home daily with their child.

Children's communication skills are developing well. The childminder talks to children, asking questions to make them think and to invite a response. She gives meaning to children's utterances and gestures, naming, for example, the wheels on the fire engine as they point to them. The childminder interacts with children's play. For example, as children let cars go down the garage ramp she talks about how they are going 'down the slope', thereby giving children the vocabulary for their actions. Children demonstrate they are active learners as they engage in purposeful and sustained play. They enjoy making marks on a whiteboard and concentrate as they move the pen over the board, smiling with pleasure at their efforts. The childminder allows children time to explore at their own pace. She praises them to boost their self-esteem and this gives them the confidence to persist with activities.

The childminder takes children out regularly, for example, to playgroups where they can develop their social skills and learn about the wider world. Children learn about the natural world and how plants grow on trips to the childminder's allotment. They have opportunities to learn about differences and other cultures through play with multicultural resources and activities about different celebrations, such as Diwali and Chinese New Year. Children develop an understanding of numbers as they listen to number rhymes and as the childminder counts with them. Children smile and babble contentedly as they play, showing they are happy and having fun as they learn.

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

The childminder's settling-in procedures are flexible to meet each child's individual needs. Children have time to familiarise themselves with the childminder and her home before they are left in her care. The childminder is very kind and caring and children have very good relationships with her. She effectively supports children's emotional well-being showing affection with, for example, cuddles, smiles and gentle conversation, and she takes a genuine interest in what children say and do. The childminder displays children's artwork in her home to show she values their efforts. This helps develop children's sense of belonging. The childminder supports children in developing their skills in readiness for the next stages in their learning. She provides them with a varied range of good quality toys and activities, which promotes learning in all areas. Children behave well as they are actively occupied with play of their choice. By allowing children to follow their own interests, the childminder helps reduce the incidents when children may feel frustration.

The childminder supports children to develop an understanding of safety through discussion and as opportunities arise during play. She talks to children about safety in the home and on outings. She has included children in a practice of her emergency evacuation procedure so they understand how to keep themselves safe in her home. Children know their limitations. They sensibly look to hold the childminder's hand, as they practise walking, while pushing a scooter with the other hand. The childminder takes her lead from

the children and supports them sensitively, for example when using the slide, until they develop the ability and confidence to manage on their own.

The childminder promotes children's understanding of a healthy lifestyle effectively. She provides children with a healthy, balanced diet and shares her menus with parents so they do not duplicate meals. Children toddle excitedly towards the childminder so she can put them safely in a high chair for their snack. Children have good appetites and enjoy a selection of fruit. They carefully and confidently hold their cup of milk and drink when thirsty. The childminder ensures children are kept clean and comfortable. She wipes their nose as appropriate and supports children in washing their hands, for example, after outdoor play. However, she does not reinforce routine hygiene practice consistently by encouraging children to clean their hands before eating. Children enjoy play outside in the fresh air where they develop healthy bodies through physical activities. They practise climbing up the slide, digging, moving wheeled toys and painting with water on the play house.

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

The childminder organises her time and space effectively to support children's care, learning and play. She has made a very positive start to her childminding practice and is proactive in evaluating her service to identify how she can improve outcomes for children further. The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She provides children with a wide variety of activities to develop their learning and closely monitors their development to enable her to plan for their progression. In written testimonials parents confirm that the childminder provides children with an environment that is 'stimulating, educational, and enjoyable'. The childminder establishes positive relationships with all those involved with children's care and education. She has excellent partnerships with parents and communication links are strong and effective to promote a joined-up approach to meeting children's needs.

The childminder has a detailed range of documentation in place to underpin her practice. She shares all her policies, such as her complaints and safeguarding procedures, with parents. The childminder has attended safeguarding training and understands her responsibilities with regard to child protection and the procedures to follow with any concerns. The childminder carries out a daily safety check of her premises and maintains written risk assessments. She has identified hazards and minimised the majority so that children play safely. The childminder closely supervises children. However, low level glass in a display cabinet is yet to be made safe or inaccessible to children to enable them to explore their environment more freely. The childminder has sought feedback from parents on her childminding service via questionnaires. She takes note of the feedback and changes her practice to benefit children in her care. For example, she created and displays key word cards as additional support to develop children's reading skills. Since registration the childminder has further improved her resources and has identified training courses to

attend as part of her continuing professional 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	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

<b>Unique reference number</b>	EY465238
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	927192
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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