

Inspection date	10/12/2013
Previous inspection date	17/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 promotes children's language and communication skills and fully acknowledges young children's responses. She introduces new vocabulary, while encouraging them to confidently express their ideas, views and needs.
- Children are settled and secure because they have formed close bonds and attachments with the childminder who knows them well and gathers detailed information about their needs and interests.
- The childminder has established strong partnerships with parents and encourages them to share what they know about their children. Parents are kept fully informed about their children's achievements and progress.
- The childminder is able to effectively reflect on her practice. She considers the views of parents and others in identifying areas for development and in setting targeted plans for continuous improvement.

It is not yet outstanding because

- Opportunities for children to further increase their understanding of the importance of a healthy lifestyle and hygiene practices are not maximised.
- There is scope to further improve the very good communication channels with other settings that the children attend, in order that all information relating to learning and development is even more effectively conveyed.

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 activities in one room and the garden.
- The inspector looked at a selection of policies, procedures and assessment folders for individual children.
- The inspector spoke with the provider and children at appropriate times throughout the inspection.

Inspector

Lindsay Hare

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter aged 14 years in Hertford, Hertfordshire. The whole of the ground floor and the upstairs bathroom is used for childminding as well as the rear garden. The family has two dogs and guinea pigs.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently seven children on roll, four of whom are in the early years age group and attend on a part-time basis. The childminder operates Monday to Friday, from 8am to 6pm, all year round, except family holidays.

What the setting needs to do to improve further

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

- extend opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to hygiene procedures and physical exercise
- enhance the already successful communication with other providers to further support continuity in children's learning experiences.

Inspection judgements

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

The childminder knows the children in her care well. She has a good understanding of how children learn, which means she is able to provide them with a balanced range of activities and experiences that cover all areas of learning. Children benefit from being able to make choices over their play as the childminder presents a range of resources that young children can see and easily access themselves. The flexible planning enables the childminder to follow children's individual interests and to incorporate the next steps in their learning. For example, she follows the children's interest in making marks by drawing her own picture alongside, describing what she is doing and asking the children to think about what features the snowman picture needed and asking them to add them. The

childminder engages in young children's play which helps to focus their attention and provides opportunities for her to develop their communication and language, supporting them in becoming confident in expressing their needs and views. She gives them space and time to persevere at a task, encouraging them to give it a go but staying nearby to provide support if needed. For example, she shows children how to fit a figure into the toy car and then gives them time to try for themselves. The childminder uses positive methods to help children find the correct answer, for example, when counting, she suggests that they are close, rather than wrong and supports them in recounting. This sensitivity shown by the childminder helps children to become independent learners and take pride in their achievements.

Children's language development is well-supported. The childminder uses modelling language and skilful questioning as she chats to them about what they are doing and links to their home experiences. Children are fully engaged as they sit with the childminder, while she reads them a story. They demonstrate they know how a book works as they turn the pages and know that the last page says 'the end'. The childminder points out the expressions on the character's faces, discussing with the children how they think the character might be feeling. Children develop early literacy skills as they draw round their hands on the magnetic board and recognise the initial letters in their name on the laptop keyboard. Children engage in role play, finding different items in the play food. The childminder is able to extend this further by introducing opportunities for children to count and recognise colours as well as introducing new vocabulary. These simple activities help children develop the skills they need to be ready for school.

Clear observations of children's learning are recorded in their learning journals and the childminder uses these to identify the next steps in their learning and then help to plan activities. She is able to link this information to the typical expected levels of development and track children's progress. This ensures that she is able to meet their individual needs effectively. The childminder is fully aware of the requirement to complete a progress check at age two for the relevant children in her care. Parents are asked to share information about their children's starting points along with their likes and interests, when their child first attends, to enable the childminder to fully plot their progress and development. Parents regularly share the learning journeys and verbally discuss their children's progress. They contribute information about the children's learning at home and talk to the childminder about the next steps in their learning. This ensures that children receive relevant support and continuity in their learning and development.

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

The childminder has excellent procedures to gather detailed, comprehensive information from parents so that she is aware of children's needs, interests, routines and abilities. This enables her to offer children the appropriate support, resources and activities. The childminder ensures that she is fully aware of their preferences and usual routines and incorporates these into her daily care. For example, the childminder asks for special words that the children may use to enable her to help with communication and help children to settle. Children form close attachments with the childminder, which helps them to feel

secure. As a result, new children settle quickly and enjoy their time at the setting.

The childminder encourages children to develop a suitable awareness of the importance of a healthy diet. Although, parents supply meals, the childminder provides healthy and nutritious snacks and children are involved in helping to grow vegetables in the garden. Children have daily opportunities to go outside, they walk to school and visit local parks and woods, where they can climb and learn to pedal a tricycle in the garden. Although the childminder practises robust hygiene procedures, she does not always follow this up by talking to the children about why they need to wash their hands before eating or how physical exercise benefits them. Therefore, their understanding of the importance of a healthy lifestyle and good hygiene procedures are not promoted to the full. Children are developing an awareness of how to keep themselves safe, as they begin to understand the reasons why they need to hold hands or at times sit in the buggy whilst out walking. Children regularly practise the emergency evacuation procedure and therefore, are aware of how to escape in the event of a fire.

Children have lots of opportunities to practise their social skills as they mix with others at the childminding setting and at toddler groups. The childminder agrees behaviour management methods with parents when the child starts. She gives clear warnings and explanations to support young children in understanding and managing their behaviour effectively. The childminder prepares children emotionally for their move to other settings by talking to them about what to expect and who their teacher will be, reassuring them that she will come back to collect them. Children's independence is promoted as they are supported in exploring the resources and initiating their own play. They are encouraged to take care of their personal needs, for example, putting on their coat and shoes. Young children enjoy taking responsibility and were observed getting a wipe out to clean the table in preparation for lunch. These simple activities help them to develop the skills required for future learning and also prepares them for the move to pre-school or school.

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

Children are well-protected from harm as the childminder demonstrates a secure knowledge of her role and responsibility with regards to safeguarding children. She has attended safeguarding training and has clear written procedures and information in place to underpin this knowledge. The childminder meets the safeguarding and welfare requirements. Thorough risk assessments ensure the childminder's home is safe and the childminder regularly reviews these to ensure any hazards to the children are minimised. She shares a range of clear policies and procedures with parents that she implements into her daily practice. However, there is a breach in the requirements for the Childcare Register as the childminder does not have a written statement of procedures to follow if parents have a complaint.

Partnerships with parents are strong. She ensures that she works with them to meet the needs of the children as effectively as she can, by gaining detailed information from them

about the child when they start. Her good procedures for working with parents mean that children's care is consistent and parents are well-informed about their child's activities and progress. For example, she makes good use of the daily diaries and regularly shares children's assessment records. The childminder has established good links with other early years settings that the children attend and has met with staff to discuss how best to support the children in their care. However, there is scope to strengthen the exchange of information between all those involved, so that they can work together even more effectively to further promote children's learning and development.

The childminder is committed to improving her practice and has made significant improvements since her last inspection. She has implemented the changes to the revised Early Years Foundation Stage into her everyday practice, as well as her assessment and planning. The childminder regularly attends training and keeps up-to-date with childcare issues through the childminder network group, she attends and the local children's centre. She uses these opportunities to update her knowledge and skills and uses her knowledge of child development and the Early Years Foundation Stage guidance to support her in continually monitoring children's progress. The childminder is able to reflect and identify some strengths and weaknesses of the provision and regularly asks for feedback from parents. This has supported her in devising action plans to bring about improvements to the provision, for example, developing further ways for parents to contribute to their children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register).

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	123909
Local authority	Hertfordshire
Inspection number	870620
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/11/2009
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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