

Inspection date	24/11/2014
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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's good teaching skills supports children to learn successfully and grow in confidence.
- Children develop a very strong sense of belonging with the childminder through her warm and sensitive interaction with them, and her strong long-term commitment to caring for them.
- Children are kept safe as the childminder has a secure understanding of the safeguarding and welfare requirements. This ensures their well-being is effectively promoted.
- The childminder provides valuable opportunities for children to continue their learning during trips and visits to the local area. Consequently, children become confident in new and interesting activities to securely support their developmental progress.

It is not yet outstanding because

- The childminder does not always maximise the sharing of precise information to and from parents, in order for them to further support children's learning at home and to reach their full potential.
- The childminder does not successfully extend the use of the garden in the winter months to challenge children on a larger, more active scale.

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 on the ground floor of the premises and undertook a joint observation with the childminder.
- The inspector talked to the childminder and children at various times throughout the inspection and looked at a sample of their records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one school-aged child in a house in Woodhall Farm, Hemel Hempstead. The childminder uses the whole of the ground floor and the rear garden for childminding. The family has a pet dog. The childminder attends a childminder group and activities at the children's centre. She visits the shops and parks on a regular basis, and takes children to and collects them from the local schools and pre-schools. The childminder has an appropriate early years qualification at level 3. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round, from 7am to 6pm, Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- strengthen the already good partnerships with parents by sharing more precise information about children's development to fully complement their learning at home
- enhance the opportunities for children to play outdoors at all times of the year to further extend their experiences and learning.

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 the seven areas of learning and effective teaching methods. She gathers detailed information from parents prior to children starting with her in an All about me sheet. The information gathered contributes to the childminder's precise and systematic observation and assessments of children's development. This allows the childminder to plan and provide activities that build on what they already know and can do. The childminder also makes plans, which are linked to the current theme in order to extend children's understanding of the world about them.

The childminder provides a stimulating environment indoors to promote children's learning. She provides an absorbing range of toys and playthings to deliver challenging and stimulating experiences. This helps children follow their own interests and extend their learning. The childminder gently supports children to persevere at a favourite activity as they put the balls down a chute to make the toy light up, flash and make sounds. She sensitively checks children's understanding as she asks them to hand her the red cotton

reel. She skilfully supports children's language development by speaking clearly and slowly. She constantly chats to them, imitates sounds and repeats what they say and do. The childminder details the good progress children have made, noting in particular that they are becoming eager to talk with confidence. She encourages children's interest in books; she helps them to turn the pages and listens attentively as they talk about the pictures. This helps children to be eager to learn and be ready for the next stage of their learning and eventually school. The childminder provides many opportunities for children to use her garden during the summer months. This includes all areas of learning on a larger, more active style. They play imaginatively in the playhouses and engage in physical play activities to increase their balance and coordination. During the colder months, the childminder takes children to local parks to aid their physical development. However, she has not fully considered how she could make better use of the garden during these months, to further enhance children's experiences and learning across all the areas of learning.

The childminder shares valuable information with parents. She regularly sends home newsletters and detailed learning journals, including children's next steps in learning. She and parents frequently talk about children's play and learning with her and at home. However, the childminder has not explored various ways of strengthening these communication links. For example, occasionally she does not always exchange precise details of children's activities in order to share suggestions for specific activities that parents can continue at home. This does not consistently extend and consolidate children's learning to ensure they make the best possible progress.

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

Children quickly build secure bonds with the childminder because she takes time to get to know each individual child and their family. The childminder works closely with parents to ensure each child's individual needs are met and children with particular individual needs are well cared for. The childminder has close and warm relationships with all children. She has a kind and caring approach and strives to provide a warm, homely atmosphere. The childminder is very respectful to children by preparing them before they undertake a personal task, such as changing their nappy. She helps children to develop their independence. They are encouraged to find their own water bottle and feed themselves at mealtimes. This supports children's personal and social skills very well. The childminder effectively guides children and helps them to behave well. She is a good role model, saying please and thank you and appropriately praising children's efforts. Young children are sensitively supported to share and take turns. Older children are reminded of the house rules, as there is a well-displayed pictorial reminder. This helps children feel a strong sense of belonging and to be self-assured.

The childminder visits local toddler groups and children begin to play with others from the close reassurance of a familiar adult. This helps build their self-assurance in bigger groups. Children gain confidence in new situations as the childminder takes them to local attractions. They enjoy visiting local garden and wildlife centres where they can discuss the care of living things and strengthen their knowledge of the local area. Children are

used to visiting the local school to pick up the older children. They talk to the older children about school routines. This helps them to be emotionally ready to move to pre-school or school when the time comes.

The childminder effectively supports children to exercise and take manageable risks as they visit local parks and a nearby discovery centre. Children can experience challenging play equipment including large slides and a sensory garden. Parents bring children's meals and the childminder provides extra healthy snacks if required. Children learn about healthy eating by discussing healthy foods during mealtimes and at snack time during their toddler groups. The childminder is very aware of protecting children and ensures she has strong regard for good food hygiene procedures. This supports children to stay healthy and safe.

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

The childminder has a secure understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has detailed information of safeguarding issues and has recently attended further training to make sure she is fully conversant with the latest practice. The childminder has a strong awareness of procedures to follow if child protection concerns were to arise. Children are effectively protected as a result. The childminder creates an environment that is welcoming, safe and stimulating. She minimises risks in the home and on outings. The childminder completes comprehensive records for the efficient management of the early years provision. She makes her broad range of written policies and procedures available, so that parents are clear about her provision.

The childminder demonstrates a clear understanding of how to promote children's progress throughout the Early Years Foundation Stage. She effectively monitors their learning and development by undertaking frequent observations and assessments including the progress check for children between the ages of two and three years. This ensures that she can identify children who are not progressing rapidly as expected and plan future activities to quickly narrow any gaps in their achievements. The childminder is eager that children receive a highly effective service. She reflects on her practice and attends regular short courses, which shapes her professional development and improves her teaching and knowledge of how children learn. For example, the childminder recently attended a course on children's creative development and how it is the experience that is important rather than the end product.

Parents comment how pleased they are with the service the childminder offers. The childminder demonstrates that she is able to work closely with other professionals as necessary, so that children receive any additional support they may need. The childminder can show how she will form partnerships with other providers delivering the Early Years Foundation Stage to support children's learning and development. This provides strong consistency of care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	149112
Local authority	Hertfordshire
Inspection number	854239
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12/01/2009
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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