

**Inspection date**

09/01/2015

Previous inspection date

23/04/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

2

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 provides a stimulating environment to engage children's curiosity and interests. Consequently, children make good progress in their learning.
- Children have good attachments to the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence.
- Partnerships with parents are good and ensure children's individual needs are identified from the beginning and children are well supported throughout their time at the setting.
- Children are kept safe in an environment, which is secure and stimulating. The childminder demonstrates a good knowledge and understanding of safeguarding procedures and all other aspects of safety.

**It is not yet outstanding because**

- On occasions, the childminder misses opportunities to introduce numbers and counting to the children as they play.
- There is scope to work even more closely with parents to share information about what children do and achieve at home.

## 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 viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of the childminder and household members, and a range of other documentation, including the safeguarding procedure.
- The inspector took account of the views of parents, as recorded in written documents, and of the childminder's self-evaluation.
- The inspector observed the childminder engaging in activities with the children and discussed with her the learning that was taking place.

**Inspector**  
Jill Hardaker

## Full report

### Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child, in a house in Stevenage. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends local toddler groups and music groups. She visits the shops and local parks on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently seven children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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

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

- enhance the already good learning opportunities further, for example, by introducing numbers and counting to children as they play
- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning at home.

## Inspection judgements

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

Children are making good progress in their learning and development, supported by the skilful and enthusiastic childminder. They have access to a variety of toys and resources that cover all seven areas of learning. The childminder regularly rotates the toys according to children's current developmental levels and interests. For example, the childminder provides a wide range of imaginative resources. The children enjoy looking after the dolls and teddies and carefully lay them down and cover them up for a sleep. The childminder supports them by talking to the children quietly so they do not wake them up. Children demonstrate they are developing good skills using their hands as they attempt to dress the dolls and fasten clothes. The childminder supports children as they play and learn by playing alongside them and engaging in conversation with them. However, on occasions the childminder misses opportunities to introduce numbers and counting to the children. For example, by counting how many buttons they are fastening.

The childminder extends children's literacy development by providing a wide range of books for children to choose from. The young children look at the books carefully as they lay down together on the sofas and the childminder shares stories with them. As children

use paint and glue they show a very good level of skill in carefully making marks. They concentrate exceedingly well and sit for a significant length of time. The childminder supports them as she provides a wide range of creative resources for them to use and discusses shape and letter sounds. Consequently, children's development is good and they are effectively acquiring skills to aid their future learning.

The childminder regularly observes and assesses the progress of individual children, identifying their starting points and next steps. This includes the mandatory progress check for children aged between two and three years. Effective planning and teaching ensures children make good progress and prepares them well for the next stage in their learning. Daily conversations between the parents and the childminder ensure parents are informed of their child's development. Children's diaries are taken home daily; this enables children to have expanded learning opportunities. However, there is scope for the childminder to gain more detailed information about what children do and achieve at home, to promote an even more effective sharing of information to support children's learning to the very optimum.

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

Children are happy and enjoy their time at the childminder's house. The childminder uses outdoor areas, including local parks and her garden, to enhance their enjoyment of the natural environment. She provides a variety of resources, such as, wheeled toys and a slide, to enable children to practise their physical skills. It also supports them to understand the importance of assessing risks and keeping themselves safe as they play. The childminder offers healthy snacks and freely available drinks to promote children's health and well-being. Children show high levels of independence, as they competently wash their hands and put on their shoes to go outside.

The childminder has high expectations for behaviour and is consistent in her approach. As a result, children's behaviour is good. The childminder is a good role model, showing respect for the children and supporting them well. The children clearly have a strong attachment to the childminder and they enjoy being in her home. The young children go to her regularly for cuddles or for reassurance when they are unsure of something. This aids their emotional development and gives them a strong sense of security. Parents speak highly of the care their children receive. Important care information is shared well between parents and the childminder. This aids the childminder in understanding and effectively meeting each child's individual care needs, and as a result, children settle well.

Children respond positively to the childminder's calm and patient manner. She gives them her full attention, which builds their self-esteem and confidence. The childminder supports children very well to develop the confidence and necessary skills they need as they move onto the next stage in their learning, such as pre-school or school. For example, she encourages children to feed themselves and to share resources and take turns with their friends. They learn to use a wide range of resources with increasing skill and are becoming confident to take risks and challenge their own abilities. For example, as children complete puzzles they solve their own problems by persevering with the pieces until they fit. They are very pleased when they succeed and the childminder praises them

very well. This ensures children are confident, independent learners who are emotionally equipped with the skills they need for their future learning.

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

The childminder has a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. There are effective procedures and clear processes in place, which underpin the safe, efficient operation of her service and help to ensure the well-being of children. She has a good understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about a child. The childminder has a current paediatric first-aid qualification, so she is able to give suitable treatment in a medical emergency. Risk assessments undertaken and implemented of the home, garden and any outings off-site mean that children are always protected from potential hazards. The well-being and welfare of children remains paramount in the day-to-day management of the childminder's setting.

The childminder's observations and assessments of children clearly cover all seven areas of learning. She regularly reviews the impact of her teaching on children's ability to learn. This aids her in establishing activities and learning environments which work best to support the children's interests, increasing abilities and skills. The childminder continues to inform and extend her existing skills through sourcing relevant training opportunities. She is realistic when reflecting on her practice and seeks the views of parents and children to identify strengths and areas for forthcoming improvement. For example, she has recently made changes to the environment as the older children enjoy using the dining room table for activities in the smaller room. Furthermore, the childminder has successfully implemented all the recommendations set at her last inspection.

The childminder has good relationships with parents and they share information to support children's well-being and care needs on a regular basis. The childminder's partnerships with other providers of the Early Years Foundation Stage are good as she liaises effectively with them. For example, she shares children's development information with other settings children attend. As a result, children benefit from a consistent approach to their learning and development. The childminder has effective links in place with other childminders living in the area. This enables her to have peer support and to share good practice.

### **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

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | 149225        |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 874948        |
| <b>Type of provision</b>           | Childminder   |
| <b>Registration category</b>       | Childminder   |
| <b>Age range of children</b>       | 0 - 17        |
| <b>Total number of places</b>      | 6             |
| <b>Number of children on roll</b>  | 7             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 23/04/2009    |
| <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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