

Inspection date

31/03/2014

Previous inspection date

10/02/2009

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

- Teaching is good because the childminder demonstrates an effective understanding of how to observe and assess for children's next steps. As a result, children are making good progress given their starting points.
- Children are developing strong bonds and attachments with the childminder and their peers. They make independent choices from a range of resources and they are cared for in a warm and friendly environment. Consequently, children are happy and settled.
- Children's speech and language skills are well supported and fully encouraged because the childminder provides regular opportunities, such as story times for them engage in talking and listening. As a result, children's language development is good.
- The childminder meets the safeguarding and welfare requirements and she demonstrates a secure understanding of how to safeguard children in her care. As a result, children learn about their personal safety and are well-protected.
- Partnerships with parents, carers and other professionals are effective in supporting children's progress. Consequently, children's learning is consistently promoted.

It is not yet outstanding because

- There is room to enhance the planning so that children who attend less frequently enjoy the widest possible range of activities
- Children's understanding of healthy lifestyles, such as, when coughing, sneezing or washing hands is not consistently promoted.

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 the childminder's house and garden and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding and complaints procedures.
- The inspector reviewed the providers online self-evaluation form and conducted a joint observation as children played in the garden.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a Bungalow in Baldock, Hertfordshire. The whole of the childminder's home and the rear garden are used for childminding. The family has three cats. The childminder attends a toddler group, activities alongside other childminder's and she visits the shops and park on a regular basis. She collects children from the local school and pre-school. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder also cares for school aged children during some school holidays. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance opportunities for all children to access planned activities, for example, by extending the length of time that these are available
- extend the already good opportunities for children to learn about healthy lifestyles, for example, during discussions at hand washing and when they cough or sneeze.

Inspection judgements

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

Teaching is effective and children are making good progress given their starting points. The childminder regularly uses observations and assessments to identify where children are in their learning. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage and is able to recognise the next steps in children's learning and development. This means that the childminder is able to plan a range of activities, which are linked to the observations she makes and she is able promote all areas of learning. However, the same opportunities are not consistently promoted for children attending on limited days because they are not always offered the same activities because some activities are offered on certain days of the week. Children take part in a range of enjoyable activities and their physical development is well-promoted. For example, they are encouraged to explore different equipment and resources in the childminder's garden from planting and growing to mastering the use of bikes and cars.

Children are effectively challenged and their school readiness is promoted well. For example, children enjoy a group activity with the childminder, in which she encourages

them to stack a range of cups in order of size. Children are fully encouraged to find specific coloured or sized cups, promoting opportunities for them to work things out for themselves and the childminder congratulates them as they achieve. Their speech and language skills are encouraged during everyday discussions because the childminder regularly talks to them about what they are doing. Throughout the day she encourages children's speech by asking questions, which encourages them to think. Children's language development is particularly encouraged during story times because the childminder speaks clearly, repeats new words and encourages them to find specific things in the book as she reads to them. The childminder is frequently looking at children's next steps to see where she can challenge them and develop their skills in all areas of learning. Through planned and spontaneous activities children are well supported by the childminder and as a result, children are enthusiastically engaged and their progress is promoted across all areas of learning.

Children's personal, social and emotional development is promoted well because the childminder consistently encourages them. She uses positive reinforcement to encourage children and is very quick to praise them for their efforts. As a result, children respond well to this encouragement and their self-esteem and confidence are very well-promoted. Partnerships with parents are encouraged from the beginning of each childminding contract, with settling-in visits being fully encouraged to ensure that children feel safe and secure. The childminder and parents work well together in sharing information about children's starting points and daily communication is encouraged through discussions, text messages and daily diaries. The childminder demonstrates a good understanding of why effective partnership with parents is important and she ensures that parents are always able to share the progress and achievements they see their children reaching. As a result, good partnership working provides a consistent approach to children's learning and development overall.

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

Children's emotional well-being is encouraged and they are making strong bonds and attachments with the childminder and their peers. The childminder is supportive of children's needs and she demonstrates a genuine kindness towards them. She takes time to settle children when they first begin with her by encouraging them to get used to their new surroundings and routines before exploring groups and activities, outside the home. Additionally, as children prepare for school she supports their confidence and understanding of change through regular opportunities to visit their new school and she prompts lots of discussion about what it will be like. As a result, the moves children make from home and on to school are smooth ones because the childminder is very supportive to their individual needs. Children are independent and the childminder is consistent in her approach to encouraging this. For example, as children enjoy activities in the garden the childminder encourages them to do things for themselves, such as opening the car door when they stand and point to this. Additionally, children are fully encouraged to choose books at story time because the childminder understands the importance of children being independent and making choices for themselves.

The childminder, in her role as key person, is instrumental in helping children to build friendships. Her home is warm and welcoming and she plans a range of activities that promote sharing and working together. She is a good role model and children are learning about appropriate ways in which to behave. For example, as children want the same large car to ride in the childminder instigates a turn taking game where they are encouraged to push each other around the garden. This immediately stops any disagreement and children have fun pushing each other. Additionally, children are warmly praised for great sharing and turn taking, which supports their self-confidence. Consequently, children's personal, social and emotional development is promoted. Children's awareness for their personal safety is well supported because the childminder uses day-to-day opportunities to discuss and talk about this. For example, on the walk to and from school children learn about the importance of crossing the roads safely. As they arrive at the childminder's on their return she talks about the importance of locking the gate so that children remain safe and she explains that sitting nicely on the child sized furniture is important to ensure that they don't fall and hurt themselves. As a result, children are learning about risks to their personal safety and their understanding of why they must not do some things is fully supported with explanations.

The childminder provides a range of balanced and nutritious snacks and meals to support children's understanding of a healthy lifestyle. They have good opportunities to enjoy fresh air and exercise as they regularly use the garden and they attend a range of outside activities and play groups. The childminder supports opportunities for children to lead healthy lifestyle as, for example, they are fully encouraged to wash their hands on a regular basis. However, children's understanding of why we need to do this or why covering their mouths when they sneeze or cough is important is not as consistently promoted. As a result, children's understanding of healthy lifestyles is not as well-promoted. The childminder works closely with parents to share information about what children are interested in outside of her setting and this supports her planning of activities and an understanding of their likes and interests. Communication regarding children's care needs is encouraged and this results in their developmental needs being securely met. Children have access to a wide range of stimulating resources, which are age and stage appropriate and support their independence as they make choices about their play.

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

Children are effectively safeguarded and the childminder demonstrates a good knowledge and understanding of the safeguarding and welfare requirements. She has undertaken additional safeguarding training to further develop her understanding and she protects children in her care well. The childminder has a written safeguarding procedure, which she updates regularly and ensures that parents are aware of the procedure she follows in the event of a concern being raised. The required Disclosure and Barring Service checks have been completed on family members and regular risk assessments are completed to ensure that children's safety is fully promoted. Children are never left unattended and the childminder ensures that she is attentive to children's needs while at outside groups or in public areas. Additionally, the childminder is able to access emergency information or first

aid treatment quickly if out of the home, further protecting children in her care.

The childminder regularly monitors and evaluates her setting to ensure that children's learning and development is continually promoted. She evaluates activities that children take part in alongside the observations she makes and uses these with children's next steps when planning future activities. The childminder has attended a wide range of training, which she has identified herself through self-evaluation to improve her practice and children continually benefit from this. For example, the childminder completed a level 3 qualification and feels that the information gained through this training supported her knowledge and understanding of how children learn and develop. This means that the childminder's training and development impacts positively on children's learning. As a result, children are consistently reaching expected levels of development. The childminder regularly encourages parents and children to share their views of her setting through verbal communication, daily diaries and the sharing of learning journals. This means that their ongoing contribution supports her drive for continuous improvement.

Partnerships with parents are good because the childminder has encouraged this through regular discussions and opportunities to share information to support children overall. This supports children's feelings of security as well and gives parents the confidence in knowing that their children are happy. Partnerships with other providers delivering the Statutory framework for the Early Years Foundation Stage are established and well-promoted. The childminder communicates effectively with staff at the local primary school where she collects children from and she contributes regularly to children's learning journals with her observations. This means that children benefit from this joined up and consistent partnership working.

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

Unique reference number	149443
Local authority	Hertfordshire
Inspection number	871016
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	10/02/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

