

Inspection date	17/12/2014
Previous inspection date	22/04/2009

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 is an effective teacher because she is knowledgeable about child development and knows how to support children's good progress in learning. She supports their communication and language particularly well.
- The childminder actively involves parents in their children's learning. She keeps them very well informed and offers useful guidance to support their children's development.
- Children develop high levels of confidence and independence. They make positive relationships and enjoy the company of the childminder and their peers.
- The childminder has a well-developed knowledge of children's nutrition. She uses this to ensure that meals and snacks are suitable for their good health.
- Children are safeguarded because the childminder has secure knowledge of child protection procedures and wider safeguarding issues. She follows consistently robust procedures for ensuring children are safe on outings and when travelling in the car.
- The childminder uses a range of methods to evaluate her practice effectively. This enables her to maintain continuous improvement.

It is not yet outstanding because

- The childminder does not always provide babies with a wide range of natural and household objects to extend their desire to explore, using all their senses.

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 main play area and viewed areas of the premises used for childminding.
- The inspector looked at a selection of policies, documents and photographs of children joining in with different activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the qualifications and suitability of household members aged over 16.
- The inspector took account of written references provided by parents.

Inspector

Hilary Preece

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Hatfield. The ground floor of the house and the rear garden are used for childminding. The family has a pet cat and some rabbits. The childminder uses the local children's centres and attends groups for children. She takes children to and collects children from the local schools and pre-schools. There are currently four children on roll who are in the early years age group and attend for a variety of sessions. She is accredited to provide funded early education for two-, three- and four-year-old children. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a relevant early years qualification.

What the setting needs to do to improve further

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

- enhance the opportunities for babies to use their senses to explore by, for example, offering a wider range of natural and household objects.

Inspection judgements

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

The childminder is a qualified nursery nurse and is knowledgeable about child development. She uses her knowledge effectively to plan a broad educational programme of activities, outings and play for the children. This enables children to develop wide interests and make good progress in their learning. She observes children closely as they play and keeps delightful learning journals to show their progress. Parents are fully involved in supporting children's learning and development. They are encouraged to share what they know about their children when they start attending and have regular opportunities to view the journals and discuss their children's development. Parents confirm that their children thrive and make rapid progress in all areas of learning and development.

The quality of teaching is good. The childminder interacts well with children to stimulate their interests and introduce new concepts during activities. Equally, she recognises when it is appropriate to let children lead their own play and develop their own thoughts and ideas. During an activity, children watch with curiosity as white crystals in a big play tray on the floor magically turn into snow when they add water. The childminder encourages them to feel and describe the texture of the snow. Children remain absorbed in this new experience and develop imaginative ideas as they bury animals in the snow. The childminder supports babies so that they can join in when they express a natural desire to

explore and make sense of this new texture. They also show fascination with the crackling sound made when they touch a foil space blanket. The childminder evidently provides some good opportunities for sensory exploration during planned activities. However, she has not extended this interest by regularly providing access to a wider range of natural and household objects for babies and younger children to explore and discover using their senses.

Children are highly motivated and engaged in their play. Young children are eager to speak and to express their thoughts and ideas as they operate toy telephones. They enjoy their favourite pop-up books and excitedly lift the flaps to reveal pictures underneath. The childminder gives children time to explore the book at their pace and introduces numbers and counting to challenge their learning further. She balances her time well to ensure that older children who attend other early years settings are fully supported in their learning. For example, she encourages them to read to her after they have been to nursery and offers opportunities to practise their emergent writing. Therefore, children of all ages develop the skills, dispositions and attitudes that serve them well in the next stage of their learning.

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

The childminder helps children to settle well. She gathers comprehensive information from parents about children's personal routines and care needs, and observes children closely to get to know them. She cradles babies to comfort and reassure them and to help them make secure emotional attachments. She works very well with parents to guide them through the stages of children's development. For example, she gives useful guidance on children's nutrition and toileting so that children and parents are equally well supported to manage individual care needs. She helps children prepare emotionally for new events or changes in their lives, such as when they begin attending nursery or go into hospital, by introducing appropriate role play experiences and books. This reassures them and builds their confidence. Children develop a positive sense of self. They enjoy looking at photographs of themselves and their peers. Children are confident in making choices in their play. They select what they would like to play with from an accessible toy cupboard and use a photograph album to request items from a wider range stored elsewhere.

The childminder sets clear expectations for children's behaviour. When children enter the house, they automatically take off their shoes and hang up their coats. She consistently reminds children to use polite manners and to respect the needs of others. As a result, children show kindness and care towards younger children and babies. Children are independent. They are keen to manage their own care needs, such as washing their hands and feeding themselves. The childminder supports good health and nutrition. She enables children to exercise in the fresh air and to sleep whenever they are tired. She has developed her understanding of children's nutrition since completing a training course on the subject. She is much more aware of the salt and sugar content of some common foods and processed meals and is careful to avoid them. Children are involved in procedures that help keep them safe, such as practising the fire drill. Furthermore, the childminder talks to the children about risks and dangers in everyday situations.

Consequently, they develop awareness of how to keep themselves safe.

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

The childminder understands the requirements of the Early Years Foundation Stage and takes her responsibilities seriously. She gives careful thought to how she organises her routines to ensure that she meets the needs of the children that attend. She ensures that suitability checks are made on adult household members and protects children by consistently following her policies on the use of mobile phones and cameras in the setting. The childminder updates her knowledge of safeguarding by completing training courses at regular intervals. This means she knows how to recognise signs and symptoms of abuse and how to respond swiftly through the appropriate channels to ensure children are protected. She is particularly vigilant about children's safety. She thoroughly assesses and minimises risks when children travel in the car or when walking out and about in the local area.

The childminder self-evaluates her provision very thoroughly and is committed to her own professional development. She accesses training to learn new skills and successfully uses these skills to enhance her practice. For example, she has developed strategies and resources to encourage children's early communication, particularly aimed at those who are less confident to speak. This has a positive impact on children's capacity for learning. The childminder monitors the educational programme effectively. She reviews her plans, observations and assessments to support children's good progress. Furthermore, she completes quality assurance schemes and uses audit tools at regular intervals to assess her strengths and priorities for development.

Partnership working is very effective. The childminder works closely with local childminders and children's centres to share good practice and to offer and seek support as required. Parents have access to all her policies and regular newsletters so that they understand expectations very well. The childminder seeks their views in order to shape her practice and explores how children feel about the care and opportunities she provides. As a result, parents and children are actively involved in the development of the provision and consequently, it meets their needs well.

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	EY100807
Local authority	Hertfordshire
Inspection number	855651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/04/2009
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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