

Inspection date	26/11/2014
Previous inspection date	28/04/2009

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 has a wide range of toys and resources to support children's good learning experiences.
- Children feel safe and secure, because the childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements.
- The childminder establishes effective partnerships with parents and others. This works to successfully meet the children's individual needs.
- The childminder's self-evaluation is effective and identifies her strengths and areas for development.

It is not yet outstanding because

- The childminder does not take all opportunities to ask more in-depth questions to extend children's thoughts and ideas, and to fully maintain their interest in an activity.
- The childminder does not fully extend children's early writing opportunities, so that they can write for different purposes.
- The childminder does not consistently encourage children's exploration of measurement through a range of different activities.

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 conservatory and dining room/ lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's self-evaluation form, a selection of policies, parent consent forms, children's records and observations of children's activities.
- The inspector took account of the written views of parents.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2001. She lives with her husband and two teenage children in Tring, Hertfordshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The family has a small dog. The childminder walks and drives to local schools to take and collect children, and she attends the local pre-school groups. The childminder's provision is open all year round, from 7.30am to 6pm Monday to Friday, except for family holidays agreed in advance. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age range and they attend at various times. The childminder also cares for children over five years of age.

What the setting needs to do to improve further

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

- strengthen questioning skills to ask more probing questions to further children's concentration, and communication and language skills
- plan a fuller range of meaningful opportunities for children to build on their early-writing skills
- enhance opportunities for children to strengthen their mathematical skills and their understanding of measurement.

Inspection judgements

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

The childminder teaches children the skills and attitudes they require for their future learning. She establishes children's developmental starting points by talking to parents and she observes the children during their play. This helps her to plan effectively for their future learning. The childminder records the children's progress and next steps for learning in their individual observation files, and shares these with their parents. The childminder encourages children to make good progress in their personal, social and emotional development. For example, children spend time at other early years settings to socialise with other children of the same age. The childminder encourages children to play many games, such as card games, which help them to learn to share and take turns. Children are becoming active and independent learners as they make choices about what they want to play with. The childminder also helps them to become as independent as

they can, for example, as they learn to put on their coats and shoes. Her input helps to prepare children for moving on to school. Children make good progress in their physical development as they use a variety of apparatus, which helps them to develop control over their movements. For example, in the garden and at the park, the children use this apparatus to climb, bounce and slide. During the inspection, the children practised using their small-muscle skills as they played a game, which involved using tweezers to pick up small plastic body parts.

Overall, children make good progress in their communication and language development, and with their literacy skills. The childminder uses running commentary and some effective questions, to extend children's listening and speaking skills. However, at times, she does not take every opportunity to ask more in-depth questions. Therefore, she does not fully extend children's thoughts and ideas, and their ability to fully sustain interest in an activity, at such times. Children enjoy looking at books and listening to stories. The childminder encourages children to join in with songs and rhymes, and musical activities, which also helps to develop their early language skills. Children explore textures, make marks in sand and paint, and use pencils and crayons to draw with. However, the childminder does not fully extend their early writing skills. For example, she does not offer opportunities for children to write for a specific purpose, such as writing shopping lists and prescriptions during make-believe play.

The childminder teaches children early mathematical skills, for example, as they talk about colour, number, shape and size during many activities. Children enjoy threading, sorting, posting and stacking activities. However, the childminder plans fewer opportunities for children to explore measurement, for example, through regular water play and cooking activities. The childminder provides good opportunities for children to develop an understanding of the world. Children observe the life cycle of frogs as they study their growth from tadpoles to frogs at a local pond. Children learn about other people's beliefs as they celebrate festivals, such as Diwali. They also play with a range of resources, which promote their understanding of diversity. The childminder introduces children to basic technology as they play with telephones and programmable toys with push buttons. Children also learn to click and drag the mouse when playing educational games on the computer with the childminder. Overall, the childminder supports children to make good progress in their learning and develop the skills they will need for school.

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

Children are happy and relaxed. They develop close attachments with the childminder as they get to know one another well. Children busily help themselves to resources and they involve the childminder in their play. Children are well-behaved and the childminder uses distraction as a strategy to manage any unwanted behaviour. Children learn basic household rules, such as removing their outdoor shoes, eating at the dining table and being kind to one another. Therefore, they clearly understand what the childminder expects of them.

The childminder finds out about children's dietary requirements from the outset of the

childminding arrangements. She provides a variety of healthy foods for children, such as cereals for breakfast and chicken casserole for lunch. The childminder teaches children good manners by reminding them to say please and thank you, as necessary. During the inspection, children had fun playing a game that helped them to learn about different foods, and they talked about making healthy and unhealthy choices. Therefore, the childminder promotes children's awareness of healthy eating well. The childminder has a good range of nursery furniture to support young children's needs, such as travel cots, nappy-changing facilities, high chairs and car seats. As children wash their hands in preparation for snack time, they stand on the step in the bathroom, so they can wash their hands independently. The childminder minimises cross infection by providing children with individual hand towels. Therefore, the children learn good hygiene practices and develop independence. The childminder effectively helps children to acquire the necessary skills to prepare them for moving on to other early years settings and school.

Children enjoy fresh air and exercise as they play in the childminder's well-equipped garden, at the park and other pre-school settings. The childminder allows children to take calculated risks, for instance, as they climb at the park. She also teaches them to hold her hand to cross roads safely. Children practise the emergency evacuation procedure to further their understanding of keeping safe.

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

The childminder keeps up to date with her role and responsibilities to safeguard the children and she is aware of the Local Safeguarding Children Board procedures. She knows the signs and symptoms to look out for, which would give her reason to be concerned about a child. The childminder risk assesses her home and other environments used by the children. She takes steps to minimise possible hazards, for example, by placing safety gates at the base of the stairs and ensuring that exterior doors are secure. Therefore, children are able to play and explore independently. The childminder maintains accurate records for the administration of medication and accidents. She is aware of the changes and events that she must legally report to Ofsted.

The childminder implements the learning and development requirements successfully. She completes the progress check for two-year-old children, and shares this information with parents and pre-school teachers. Through the process of carryout this check, the childminder also identifies any gaps in the children's learning. The childminder provides a welcoming learning environment for children. She ensures this is well-resourced with fun activities and toys that she uses to promote children's learning and development effectively.

The childminder uses self-evaluation to help her to make continuous improvements to her childminding service. She reflects on her knowledge and skills, and attends training courses to keep up to date with ongoing changes. The childminder values the views and suggestions of parents and children who complete a yearly questionnaire. Parents' comments reveal that they are happy with the childminding service they receive. They

praise the childminder for the variety of activities she provides and the various outings for children to local pre-school groups. The childminder places a high priority on developing effective partnerships with parents. Parents share all of the required information about their children to help the childminder provide for their children's individual needs in their absence. The childminder keeps parents up to date through monthly newsletters, children's observation files, and daily diaries and conversations. Therefore, she promotes clear continuity of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY221379
Local authority	Hertfordshire
Inspection number	842585
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	28/04/2009
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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