

Inspection date	11/10/2013
Previous inspection date	16/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 flexibility in her hours of work significantly supports the changing needs of individual children and their families.
- Children display very strong bonds and attachments to the childminder. This successfully promotes their feelings of safety and emotional well-being.
- Very supportive partnerships with parents give the childminder an accurate knowledge of children's abilities and interests. This ensures that she provides interesting and appropriately challenging experiences enabling children to make good progress in their learning.
- The childminder ensures that children's safety is highly prioritised. She displays a detailed understanding of her individual responsibility to protect children and keep them safe from harm.

It is not yet outstanding because

- There is scope to improve the childminder's professional links with other settings in order to expand the support for children's continuing learning and development.
- The childminder's evaluation of her practice has room to improve to clearly prioritise further developments which will enhance children's good progress.

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 and childminder jointly observed and discussed children's abilities and learning as they played in the lounge.
- The inspector looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.
- The inspector examined a selection of information and documentation relating to safeguarding children, welfare and developmental progress.
- The inspector spoke to the childminder and interacted with children throughout the inspection.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged, 17, 15, 12 and 10 years old, in Ware, Hertfordshire. The whole of the ground floor, one bedroom on the first floor, and the rear garden are used for childminding.

The childminder attends local pre-school groups, farms and soft-play areas. She visits the shops and park on a regular basis.

The childminder operates each weekday from 7.30am until 6.30pm with the exception of bank holidays and family holidays. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group.

What the setting needs to do to improve further

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

- expand the good links with all other settings that children attend to ensure that all children receive high levels of cohesion and consistency in their learning and development
- extend the effectiveness of self-evaluation by prioritising planned improvements, which will further support children's good progress.

Inspection judgements

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

Children are keen and interested in the good range of toys and activities, because the childminder is accomplished in engaging children's curiosity in play activities. This is effective in promoting children's learning, enabling them to learn new skills and make good progress. The childminder skilfully expands learning as children play. She uses language to support babies learning as she talks about, and describes what, babies are doing. For example, asking about the pictures in the book that the baby has chosen. Older children benefit from the childminder's good knowledge of their interests. She uses their favourite toys to gain their interest and further their learning. For example, children who are attracted to playing with cars are provided with activities to match the colours, sort them into groups and construct models under the theme of cars.

Children make rapid progress in the prime areas of learning. They communicate well

because the childminder provides good opportunities and encouragement for their developing speech. Babies babble and the childminder cheerfully responds, giving them the confidence to communicate. Their communication and language is developing in line with expectations for their age and they learn new words frequently. Children show they have high levels of confidence and self-esteem within the childminder's home. They choose their own toys and activities, which they can easily reach for themselves.

Children have regular opportunities to develop their physical skills. Babies and toddlers use sturdy equipment and furniture to help them progress to standing and walking aid their walking. Older children regularly explore a wide range of physical activities. They develop their physical skills by using equipment and toys in the garden, and in the park. Children show good levels of competency when using tools, such as scissors safely while playing. The childminder provides a good choice of challenges for children to move them on to the next stage in their development. For example, she ensures that children participate in regular group learning activities, by regularly attending toddler and pre-school groups. This enables children to become familiar with learning the skills and gaining the confidence they require in readiness for school or the next stage in their learning. The childminder gives high priority to promoting children's good levels of confidence, self-esteem and independence. This ensures that they are progressing in the skills they need to be eager and confident learners.

The childminder has established very good, supportive partnerships with parents. This is successful in ensuring that information is shared effectively and ensures that children settle quickly and happily into her home. The childminder observes the children and monitors their progress in a well organised way. This gives the childminder an accurate starting point for each of the children and from which she plans and provides further learning experiences to meet children's changing needs.

Children benefit from the childminder's commitment to providing equality. She ensures that all children are able to participate equally in all activities. For example, babies can join in with table-top activities while sitting in high chairs or booster chairs, putting them on the same level as older children. The childminder effectively utilises local resources to expand children's learning. For example, children visit local farms, parks and shops, which gives them an experience of the local community and an understanding of the world. The childminder praises children's attempts and efforts, she celebrates achievements and this gives children a sense of pride and the confidence to expand their learning. All babies and children clearly communicate their wants and needs. They are happy and laugh frequently during play. This shows they have a very positive attitude to learning. They are beginning to learn to share and take turns, therefore, adopting good personal social and emotional skills.

The childminder displays a good understanding of the learning and development requirements. She effectively provides suitable challenges and learning experiences, which support children's good progress across all areas of learning.

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

Children are very affectionate and show they are happy and confident. Strong secure bonds and attachments with the childminder and her family, provides them with confidence and security. The childminder has a detailed understanding of children's backgrounds and home life. She is extremely flexible in her hours, which have been an invaluable support to families in specific circumstances. The consistency and high levels of care and support enables children to begin to overcome strong emotions, such as grief. The childminder is extremely sensitive and nurturing, giving children the time and security to talk about their feelings and begin to make sense of losses in their lives.

Children's behaviour is good. The childminder uses effective positive behaviour management methods, which successfully enable children to adapt their behaviour and meet expectations for their age. Their understanding of risk is good. The children are asked by the childminder why they need to be careful when using scissors. Children respond with secure answers, demonstrating how they hold and use scissors responsibly. The childminder gives children clear and consistent messages about safe behaviour. This results in children showing they have a very good understanding of boundaries and keeping themselves safe. Older children show their awareness of the danger of small toys when babies are near. Children are displaying growing confidence in managing risk and self-help skills, because the childminder is very vigilant. She keeps close by to protect the children but gives them time and encouragement to have a go themselves. This results in children succeeding. The praise and recognition enhances their confidence to continue to learn and develop.

Children display good levels of independence and they reach for or communicate their desire for a drink. The childminder ensures that children are competent in their self-help skills, appropriate to their age, by giving them direction and encouragement. She is skilled at using appropriately timed interventions by holding back and encouraging the children to try for themselves. Babies show their increasing independence by being absolutely clear when saying 'no' or 'yes' when given choices. This is very effective in supporting children's personal independence skills and self-confidence.

The childminder's good care practices are effective in supporting children's welfare and emotional well-being. They are provided with balanced meals and snacks, which the childminder delivers in partnership with the families to ensure all diets are healthy. This supports children's understanding of adopting healthy lifestyles. Older children see the hand washing poster in the bathroom and talk about washing germs off their hands after playing in the garden. Children have regular opportunities and activities to develop their understanding of healthy lifestyles. Fresh air and exercise are provided daily through a good selection of indoor and outdoor activities. Children have adopted good routines as they understand the need to wash their hands before eating and after messy activities.

The childminder's home is welcoming and well-resourced. Children are happy, secure and independent. Strong working partnerships with parents and regular information sharing helps children's move from their home to the childminder's go smoothly. Detailed discussions about children's starting points, likes, dislikes and interests ensure that the

childminder has a very accurate knowledge of the children's starting points, welfare needs and abilities, from when they first start. Ongoing confidential information sharing enables the childminder to adapt the care she provides to meet the individual needs of children at all times.

Children are displaying good skills and confidence, which supports them in making good progress in the prime areas of learning. Partnerships with some of the settings that the children attend are well established, however, there is scope to improve the links with all settings that children attend. The childminder is aware of the importance of engaging in professional working relationships with all other providers and has plans in place to ensure that she establishes further positive links with all settings, including those who are less reluctant to engage. This will further enhance the consistency of care for children.

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

The childminder displays a detailed understanding of the safeguarding and welfare requirements. She has clear procedures she will follow if she has any concerns about the safety or welfare of children in her care. Clear and detailed written policies, which effectively support her procedures and practice, are shared with parents. All adults living in the home have been checked to make sure that they are suitable to be in contact with children.

The childminder has a good knowledge and understanding of the learning and development requirements. She monitors the activities she provides and makes sure that all children experience a good variety of learning experiences, which means they effectively make good progress. The childminder has a commitment to improving children's learning experiences further. She effectively monitors and makes improvement to her practice by seeking feedback from children and their parents, and by addressing recommendations made during inspection. For example, she risks assesses her home to ensure that children are not exposed to any hazards. She has made improvements to the monitoring of children's progress by ensuring children's achievements are linked to the seven areas of learning. However, there is scope extend the focus of the planned improvements to prioritise those which will have most impact on children's continuing good progress.

The childminder has established professional partnerships to share information confidentially and to make sure that children receive consistency in their learning and development. However, there is room to improve some links with other settings that children attend to successfully ensure that all children are exceptionally well prepared for school or the next steps in their learning. Partnerships with parents are very good. The childminder provides flexible hours and support to families, which enhance the good care, learning and development for all children. Parents are provided with daily communication and ideas of activities, to further support children's learning at home.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY286870
Local authority	Hertfordshire
Inspection number	870764
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	16/11/2009
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

