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|--------------------------|------------|
| <b>Inspection date</b>   | 24/06/2013 |
| Previous inspection date | 22/03/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- Children have fun as they participate in an interesting range of hands-on learning experiences, which are planned around their developmental needs and interests. This results in children making good progress.
- Children are provided with a warm and welcoming play environment. Close attachments have formed with the childminder, which means children are happy and settled.
- Children enjoy good continuity of care because the childminder works closely with their parents and with the local school to share information about children's care and learning.
- Children enjoy purposeful outings, which are linked to their interests and support all areas of their learning.

### **It is not yet outstanding because**

- There is scope to extend children's learning opportunities by offering rich, varied and imaginative experiences outdoors to further complement and reflect all areas of learning.
- There is room to develop younger children's engagement in stories by using props or finger puppets so that their listening and attention skills are extended even further.

## 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 spoke to the childminder at appropriate times and looked at a selection of children's records and policies maintained by the childminder.
- The inspector observed a range of play activities as well as the interaction between the children and childminder.
- The inspector looked at the range of toys, resources, equipment and areas used for childminding
- The inspector took account of parent's views about their children's care, learning and development through questionnaires and thank you cards seen during the inspection.

## Inspector

Maura Pigram

## 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 in a house in Watford, Hertfordshire. The whole of the ground floor is used for childminding. A bedroom and a bathroom upstairs are also used. There is an enclosed rear garden for outdoor play. The family have dogs as pets.

The childminder attends age-appropriate groups with children. She takes and collects children from the local schools and pre-schools. The childminder supports children who speak English as an additional language. There are currently three children on roll in the early years age group who attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays agreed in advance. She holds an appropriate early years qualification at level 3. The childminder is a member of the 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:

- develop further the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of their learning in the outdoor environment
- develop the use of puppets and props to encourage listening and responding when reading stories.

## Inspection judgements

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

Children are very happy and content with the childminder. She has effectively developed her knowledge about child development and how children learn. In addition, the childminder has updated her knowledge of observation, assessment and planning for each child's stage of development. As a result, she has a secure knowledge of the areas of learning, children are well supported and they make good progress in their learning. Detailed information is gathered from parents when their children first start about their routines, likes, dislikes and capabilities. Consequently, she knows each child well and can plan for their individual interests and needs. The childminder observes children's achievements during their play. She effectively uses the Development matters in the Early

Years Foundation Stage guidance to help her identify if a child is showing typical development for their age. She uses this information to plan a range of interesting activities, such as art and craft activities, to support their future learning. Children's interests and ideas are also incorporated into the flexible planning. Their individual files include photographs of them enjoying a wide range of activities and experiences, such as collecting mini-beasts in the garden. Children's progress is regularly shared with parents through discussions and the sharing of children's learning journals. Parents take these home regularly so that they can contribute to their children's development files. This means that parents are very involved in their children's learning and development. The childminder is aware of the process to complete the progress check at age two as and when the need arises. She has discussed this with parents of children who are approaching two years so that they are aware of the benefits this can have for their children.

Children play in a 'home from home' environment where they are provided with toys and resources, which stimulate and interest them. They display good characteristics of effective learning as they confidently help themselves to the varied range of resources available for them. For example, younger children enjoy imaginative play with popular small world characters. The childminder supports children's learning by engaging with them at all times. She sits on the floor with them, talking throughout their play. Younger children babble and are starting to copy single words. This means that their language skills are well supported. Resources are easily available so that children can make decisions about their play.

Children have fun in the enclosed garden where they enjoy riding cars, digging in sand or occasional imaginative play in the tent. However, the childminder is yet to fully utilise the outdoor area to implement rich, varied and imaginative learning opportunities to support children's learning and development in all areas. Art and craft activities are regularly planned for children so that they can develop skills in using a variety of tools, such as scissors and glue. Younger children experiment with paint and sponges to create pictures of their choice. Effective use of equipment, such as an interactive painting mat and pens, contributes to children developing good levels of self-esteem and the development of hand-eye coordination. This provides them with the confidence to use a wide variety of materials and equipment.

The childminder regularly reads with children, younger ones cuddle up to her to share their favourite books. They count animals in the book and the childminder provides a running commentary about what they can see. As a result, children develop an interest in books. However, the use of items, such as props or finger puppets, are not used to fully extend children's learning and concentration. Children are developing an awareness of early numeracy as they confidently tell the childminder 'one, two' when referring to characters in the book. Older children spend time every morning reading with the childminder so that their emerging reading skills are supported. Children are regularly taken to the library. This means that children have the opportunity to independently choose books and bring them home to share with their families. Overall, children are developing a range of skills to aid their readiness for the next stage in their learning, such as starting nursery or school.

Children enjoy purposeful outings. For example, recently they visited a museum related to aeroplanes; this was based on children's interests. A visit to an interactive butterfly park is planned for the summer as children are currently very interested in mini-beasts. This interest is well supported by the childminder as she adapts the activity to suit the stage of development of each child attending. For example, older children enjoy identifying creatures found and reference these against pictures in books that the childminder has created for them. They draw and write about their findings, this supports their early writing skills. Younger children enjoy joining in with the activity by digging in the garden and looking at insects found. The use of containers with a magnifying viewing window adds excitement to the activity. Related pictures and photographs are displayed so that children can further discuss the insects. Children whose home language is other than English are well supported and they are making good progress in their learning. For example, key words used by children in their own homes are obtained and used during conversations. In addition, posters reflecting some words in home languages are also displayed. This helps children make connections in their learning.

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

Children enjoy warm relationships with the friendly childminder as she spends time talking and listening to them. She is interested in everything they say and do. Detailed information is obtained through discussions with parents and completed questionnaires about their children's routines, likes and interests. This contributes to children feeling settled and secure. As a result, children develop good relationships with the childminder; they have good levels of confidence and are well motivated to explore the play environment and to engage actively in learning. Favourite resources are set out for children prior to their arrival so that they can quickly engage in play. Toys are regularly rotated to ensure children are always interested in items set out for them.

Children's personal, social and emotional development is well promoted. For example, children behave well because they are busy and engaged in activities that interest them. They are encouraged to be considerate to each other and to play cooperatively. This contributes effectively to preparing children for the transition to the next stage in their learning, such as mixing with others when they start school. The childminder has a calm manner and children are helped to understand what is expected of them. For example, older children remind each other that they must not run indoors as they might hurt themselves. This also means that they are showing awareness of how to keep themselves safe. Good social skills, such as saying 'please' and 'thank you' are encouraged at all times. As a result, children learn to be respectful towards others.

Children's dietary needs are known and children's health is regularly discussed with parents so that changing needs are well known. The childminder promotes healthy eating by ensuring a variety of fruit is always available for children to enjoy tasting new fruits and textures. She stores children's packed lunches effectively and works with parents to ensure the contents are always nutritious. Posters related to food and good health are displayed on walls and doors. These are used to remind children about developing healthy

eating habits. Children sleep or rest according to their needs. Comforters are easily available and children are regularly checked to ensure that they remain comfortable and settled. Independence is encouraged as children choose what they want to play with and they are helped to become independent in their personal care.

Children enjoy fresh air and learn about the importance of physical activity through a range of outdoor play opportunities, such as riding bikes and scooters. Younger children regularly visit age-appropriate groups where they develop confidence to take supervised safe risks in their play. For example, they enjoy using the slide and practise this skill further during outings to nearby parks. Keeping safe is always discussed prior to any outings so that children learn how to keep safe outdoors. Road safety is routinely discussed during walks to and from school.

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

The childminder demonstrates commitment to continually improving her provision. She strives to improve her practice by considering her training needs and further developing her knowledge. For example, since the last inspection she has completed a childcare qualification. As a result, she has a greater awareness of how children learn through play. In addition she has embraced the revised Statutory framework for the Early Years Foundation Stage to ensure she can successfully implement the safeguarding and welfare requirements. The childminder demonstrates a secure understanding of safeguarding children procedures and possible symptoms of children at risk and how to respond to concerns. All required records are regularly updated to ensure they show current requirements.

The childminder ensures children are always within sight or sound at all times. Children's safety is further promoted as the childminder carries out risk assessments and daily visual checks. As a result, risks are minimised and children are kept safe. The childminder has developed close, trusting relationships with parents. Parents comment that their children have developed greatly since being in her care and they value the time she spends with their children. Partnerships with other providers are very effective. Where children attend nursery or school, information is shared about children's welfare and learning. The childminder often continues topics covered at nursery or school with fun activities at home. Information about children's progress is regularly shared with parents and children's teachers. This means that there is a continuity of care and learning between all those involved in children's learning. The childminder is aware of the need to work with other professionals who offer specialist guidance as and when the need arises.

The recommendations made at the last inspection have been addressed. For example, the childminder has increased her knowledge of observations and how to link these to planning purposeful activities. This has been very beneficial to children's progress and the childminder's professional development. The childminder monitors her practice, including the educational programmes, through self-evaluation. Parents' views on the setting are sought through the use of questionnaires, which provide the childminder with a good

overview of her provision. She responds positively to any suggestions. This means that children benefit from the continuous improvements being made.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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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 | 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

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY288843      |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 877747        |
| <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>  | 3             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 22/03/2011    |
| <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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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