

Inspection date

02/10/2014

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder plans interesting and challenging activities for the children, including lots of outings, to develop their understanding of the world. As a result, children are excited to learn and make excellent progress in their learning.
- Children understand what is expected of them and the childminder consistently reinforces positive behaviour. She makes exceedingly good use of the method of distraction to teach children how they must behave and links this to their interests. Consequently, children's behaviour is exemplary.
- Safeguarding knowledge is robust. The childminder fully understands how to keep children safe, including from the inappropriate use of technology. Therefore, children's safety and welfare is always paramount.
- Partnerships with parents are excellent. The childminder builds strong and trusting relationships with the parents and they are actively involved in their children's learning. Consequently, children's learning and care needs are met at all times.
- The childminder is highly skilled at promoting children's literacy development. She plans rich and varied experiences and, as a result, children develop an understanding that words carry meaning.
- The childminder is highly motivated and regularly updates her knowledge. As a result, the childminder ensures that the standard of her teaching and care is of high quality.

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 viewed areas of the childminder's home.
- The inspector observed children taking part in a range of activities and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked the qualifications and suitability of the childminder and those over the age of 16 years living in the household.
- The inspector looked at children's assessments, planning documents, policies and procedures.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of the views of parents and other professionals, as recorded in reference letters.

Inspector

Katherine Hurst

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child, aged 10 years, in a house, in Hemel Hempstead, Hertfordshire. The whole of the house and the rear garden are used for childminding. The family has two rabbits, three chickens, one hamster and one fish as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the library, park and woodland areas on a regular basis. She collects children from the local schools and pre-schools. The childminder provides funded early education for two-, three- and four-year-olds. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 7pm, Monday to Friday, except bank holidays and family holidays. She 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:

- enhance the already excellent outdoor learning experiences for children, for example, by further extending knowledge and understanding about different types of outdoor provision, such as forest schools and mud kitchens.

Inspection judgements

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

The quality of teaching is outstanding and the childminder demonstrates expert knowledge of how children learn. She fully understands the learning and development requirements and these are met at all times. The childminder skilfully identifies appropriate next steps in learning for children, based on precise assessments of their abilities and emerging interests. Activities provide optimal challenge to extend their thinking and learning. Children's progress is monitored and assessed against the early years outcomes. Parents are involved in their children's learning and are encouraged to support their child's next steps in learning, in the home environment. Children are allowed to take resources home with them to share with their parents and this provides a continuous link between learning in the setting and the home. Children are encouraged to share their learning with their parents. For example, with support from the childminder, the children have created a book of photographs about what they like to do in the setting. They use a camera to take photographs of their favourite toys and activities, and these pictures are put into their book. This hands-on learning opportunity helps to develop children's understanding of, and ability to use, everyday information and communication technology. These excellent first-hand learning opportunities clearly motivate children and as a result, they make rapid progress from their starting points towards the early learning

goals.

The childminder is a highly skilled communicator and enriches children's communication and language development through purposeful conversations. She provides a commentary during activities to develop children's understanding of words and extend their vocabulary. For example, when they collect eggs from the chicken coop, the childminder talks to the children about what they are doing. She promotes their mathematical development by encouraging them to count how many eggs the chickens have laid. Young babies listen to her soothing voice as she talks to them, and they smile and gurgle indicating that they are happy in her care. Older children use language as a means of communicating their ideas and opinions. For example, when having a race using the bikes and cars, children talk about winning the race because they are fast. The childminder makes excellent use of open-ended questions and gives children plenty of time to answer. As a result, children's critical thinking is extended and they develop the necessary skills to communicate effectively with their peers and adults. The childminder has expert knowledge of how to support children's literacy development. For example, she gives children a laminated sheet of paper with photographs of print in the local environment and a pen. During walks children are encouraged to make a mark on the paper when they see the printed words, such as a sign for the library. Consequently, this promotes children's understanding that words carry meaning. This also promotes children's early writing skills.

The childminder plans lots of rich and exciting learning experiences in the outdoor environment. She has created 'Wellie Walk Wednesdays', where she takes children to local woodlands areas and they are able to explore the natural environment. For example, they learn about frogs and their life cycle to watch how the changes happen. Other childminders in the local area are invited to join them, which enables children to develop their social skills. As a result, children develop a greater understanding of the world that they live in. The childminder promotes diversity by taking children to visit different places of worship, such as, synagogues, mosques and churches, and teaching children about the different people who use them. Children develop an understanding of cultures and traditions that are different to their own. The childminder follows children's emerging interests consistently and adapts her adult-led activities accordingly. For example, when a helicopter ambulance lands on the school field, at the same time as they were dropping off the older children at school. The childminder skilfully makes use of natural resources to teach children about how the helicopter propellers work, using sycamore seeds to develop their understanding. Consequently, children are being exceedingly well prepared for future learning and moves on to pre-school or school.

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

Children are extremely happy in the setting. They form strong attachments with the childminder, who is very caring towards them. She is empathetic towards their individual needs and as a result, children are comfortable in her care. The childminder is an excellent role model for children as she speaks calmly and respectfully to them. They learn how to treat others and are quick to support their friends, such as, helping them take their shoes off. She consistently reinforces positive behaviour and makes excellent use of the distraction technique. For example, when children run around the kitchen the childminder

asks them if they would like to play outside because running is not allowed indoors. Consequently, children understand what is expected of them and behaviour is excellent. The childminder praises children for their achievements, which raises their self-esteem. She displays their art work on the play room walls and takes the time to listen to what children have to say. Therefore, children feel important and valued. The childminder communicates with parents on a daily basis about their children's care. When children first attend the setting, she gains all relevant information about their individual needs and routines. Together with information from parents and her own observations, the childminder is able to meet children's needs consistently as she knows them very well. Subsequently, children benefit from continuity of care. The childminder skilfully supports children when they are going through changes in their lives, for example, when new siblings are born. She uses resources, such as, story books and dolls to engage in conversations with children about what it will be like to have a baby brother or sister. As a result, children's understanding of the change is enhanced and they are better equipped to cope with it. Children's emotional well-being is exceptionally well supported. Consequently, children are confident learners.

The childminder skilfully contributes to children's developing understanding of healthy practices. She provides nutritious meals and children are able to make choices about what they eat for snack. Children have plenty of opportunities to play outside in the fresh air and enjoy exercising the childminder's garden. There are regular trips to local parks and woodland areas. This enables children to run around in large spaces and develop their physical skills, as they climb on large pieces of equipment at the park. The childminder encourages children to take risks, such as, balancing on equipment, she remains close by to offer support, if required. Children play outside regardless of the weather, which gives them first-hand experiences of the different seasons throughout the year. They develop a positive attitude to outdoor play. The childminder supports children to develop good hygiene habits by encouraging them to wash their own hands using soap and water. Children learn when they should wash their hands. For example, they know that they must wash their hands after being in the chicken coop to collect eggs. As a result, children learn to manage their own basic hygiene needs.

Children benefit from an excellent range of high quality toys and resources, which are safe for them to use. They are able to choose the environment that they wish to play in, either the play room, kitchen area or garden. All toys and activities are easily accessible, which encourages children's exploration. The childminder uses daily routines, such as, meal times to encourage children to develop their independence skills. For example, toddlers butter their bread for sandwiches and are given a knife to cut up their own banana. The childminder watches over children doing this to ensure they are safe and to offer help, if needed. As a result, children learn how to use tools safely. Children are emotionally well prepared and learn important skills to equip them for future learning, including at school.

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

The childminder has an excellent understanding of the Early Years Foundation Stage and meets all of the safeguarding and welfare requirements. Therefore, children's safety and

welfare is promoted at all times. The childminder has robust knowledge of safeguarding children and fully understands her responsibility in keeping them safe from harm. This includes protecting children from the inappropriate use of technology. The childminder has clear procedures in place. The childminder ensures that she has written permission from parents for all aspects of children's care, including having their photograph taken and administering medicine. Highly comprehensive risk assessments are in place for both the setting and outings. The childminder carefully considers risks prior to carrying out activities or using the equipment. For example, she contacted environmental health about the safety of having chickens in her setting and whether it is safe for the children to eat the eggs. Consequently, the childminder's meticulous assessing of risks in the environment and during activities ensures that children's welfare is protected at all times and their safety is paramount.

The childminder effectively evaluates her practice and demonstrates that she has expert knowledge and understanding to deliver the educational programmes. Since the last inspection, she has improved the way she evaluates her service, and children are now regularly involved and take an active role with regard to sharing their ideas for future improvements. For example, when the childminder received funding from the local authority, she asked the children what they would like to buy for the setting. The childminder has high expectations of herself and is keen to continue her professional development. She identifies training courses that she would like to attend to enrich her already expert knowledge. For example, the childminder would like to attend training on outdoor provisions, such as, forest school and mud kitchens to extend her knowledge and enhance children's outdoor learning experiences even further. Training has a positive impact on children's learning and the childminder ensures that she uses the information she gains to enrich children's learning and development. For example, she attended a course called 'Making It Real', where she developed her knowledge in relation to raising children's literacy levels. This led her to extending activities even further, including highlighting environmental print while out and about with the children. As a result, the childminder provides consistently high quality teaching and care, and demonstrates her continuous strive to improve.

The childminder has developed exceedingly strong partnerships with other professionals. She regularly meets with children's key persons from the other settings that they attend to discuss their individual needs. This ensures that she is able to complement the learning experiences that children enjoy within these settings. As a result, children receive outstanding teaching and care. The childminder leads a local networking group for childminders and shares innovative teaching and practice ideas with them. She works closely with the local children's centre and supports children and their families who access it. Those who work with the childminder say that she is always very professional and has excellent communication skills. Partnerships with parents are very strong. The childminder builds trusting and respectful relationships with them, and is extremely flexible to support their needs. They offer feedback on the childminder's service through regular questionnaires and informal conversations. For example, one parent expressed their desire for the childminder to work every Friday rather than alternate Fridays. The childminder has since changed her working hours. As a result, partnerships with parents are enhanced. Parents like the safe, happy and homely environment that the childminder provides. They say that they feel 'extremely privileged' that she cares for their children.

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	EY294982
Local authority	Hertfordshire
Inspection number	848813
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/11/2009
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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