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| <b>Inspection date</b>   | 15/10/2012 |
| Previous inspection date | 19/05/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|                                                                                        | Previous inspection:    | 2 |
| 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**

- Children are very happy, motivated and eager to learn. They show extremely high levels of independence and curiosity. They have developed strong bonds with their carer and other children.
- Children are fully engaged in all activities and events as the environment, planning, assessments and resources are of extremely high quality. Children acquire a wide range of skills to ensure they are prepared for the next steps in their learning. This enables them to share in new experiences and move onto other early years settings with great confidence.
- The childminder is highly qualified and motivated. She is fully involved in all aspects of the children's play and learning. Focused assessments and a good understanding of how children learn combined with the excellent use of the Early Years Foundation Stage ensures children make rapid improvements from their starting points.
- The leadership and management of the setting is highly organised and well documented. The childminder has an excellent understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has extensive and effective systems in place to monitor her practice to maintain the extremely high standards that she sets herself.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 family room, play room and open plan kitchen.
- The inspector looked at the children's assessment records, planning and a range of other documents relating to the welfare requirements.
- The inspector also took account of the self-evaluation process the views of parents were taken from four questionnaires.

## Inspector

Tina Kelly

## Full Report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged from 12 to 16 years on the outskirts of Welwyn in Hertfordshire. She uses the ground floor of the property for childminding. There is a downstairs cloakroom and a secure garden for outside play.

The childminder has updated her Nursery Nurse qualification with a Level 3 NVQ in Early

Years Care and Education. She is part of a National Childminding Association support group where she accesses additional training. She collects young children from nursery and older children from the local school.

There are currently seven children on roll, three are in the early years age group these are cared for part time.

## Inspection judgements

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

Children become fully engrossed in purposeful play and they are supported to an exceptionally high standard by their childminder. She has an excellent understanding of the Early Years Foundation Stage and shares her knowledge with parents. The Development Matters format is used with parents to enable them to share their experiences from home and to provide the childminder with an excellent record of their children's starting points that she uses effectively to promote their play and learning. Assessments and planning is precise and focused as the childminder uses an online application that links observations to the seven areas of learning. The information is used as a basis for the comprehensive learning journal notes and is used to keep parents informed of their children's developing skills via email. The childminder has developed a flexible planning process that meets the needs of the different ages of children in her care.

Children show great delight as they enjoy an imaginative play session with extensive resources readily available that provide rich, varied and imaginative experiences and activities. They show great consideration as they play with dolls and prams. Their personal and social skills are consistently promoted by the childminder who joins in to introduce new resources and extend the children's ideas. She prompts the children to use all areas of the home in their play as they pretend to take their prams to the shops and the park. Strong links with other early years settings supports children's continued learning as the childminder extends themes such as 'Autumn' with walks, leaf collection and collage projects. These activities also support children's early counting, size and shape recognition as well as an interest in the natural world. Children are encouraged to take their finds into nursery to add to the nature table. These links and growing understanding of the larger community shows they are familiar with the daily routines which supports a great sense of belonging and self-esteem.

Children are motivated as they have free choice in their play; they are eager to join in planned activities and try new experiences. There is a sharp focus on helping them to acquire the skills they need as they move onto nursery and preschool. They are competent

in making their needs known to their carer as they organise the home play resources and move onto drawing and colouring activities with little support from the childminder. Children's independence is promoted to an exceptionally high level they put on their own shoes and coats and get ready to go to collect the older children from school. They are developing practical skills that will ensure a smooth transition to other early years settings.

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

Children have developed exceptionally strong bonds and secure emotional attachments with their carer and the other children at the setting. The childminder knows the children and their families well; she looks after siblings and three of the children cared for after school have been in her care for many years. Children are regularly taken to activity and toddler sessions to extend their social skills and group play. They display very good behaviour and are beginning to learn about keeping themselves safe with growing confidence. Young children playing with their dolls show great tenderness and care as they re-enact social events they are familiar with. They pretend to go to the shops and park as they walk around with their babies in their buggies. Children cooperate and share the dolls and resources as they feel secure and can express their play ideas clearly to each other.

The childminder has established clear boundaries which the young children understand. They know about the simple rules that are in place to keep them safe such as not running with the pushchairs and to take care when accessing resources from the storage boxes. They are beginning to understand the needs of others as they tell the childminder they are being quiet so as not to wake up the baby. Young children know the daily routines well and settle quickly to sleep. Toileting and nappy changes are well managed which ensures children are learning about good hygiene practice through every day routines.

The childminder provides nutritious meals and snacks, she encourages children to try new foods and any issues related to eating habits are successfully managed. Meal times are social occasions and good manners are encouraged at all times. Children enjoy their lunch and manage well as they use cutlery and dip their toast in their beans. The childminder gives excellent support, both verbal and practical, and lots of praise to encourage children's independence as they practice their recently acquired skills such as feeding themselves. They are learning about a healthy lifestyle with conversation about what they like and how they are growing up as they eat their lunch. Activities in the home and community promote the children's physical skills and promotes the importance of a healthy lifestyle.

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

The childminder has a wealth of experience in caring for children. She gained a Nursery Nurse Examination Board (NNEB) qualification many years ago and has recently updated her understanding of the Early Years Foundation Stage by completing a Level 3 in Early Years Care and Education. She has a strong commitment to providing a safe and secure environment for children in her care. She has consistently updated her knowledge of

safeguarding having attended a level two course. Information with regards to the Local Safeguarding Children Board is shared with parents through the parent pack and posters on display in the hall way. Robust risk assessments for both the setting and outings are effective in identifying and minimising risk to children. A thorough fire drill is in place and reflects the different areas of the home the children have access to. This ensures where ever the children are they know the routine for a safe evacuation.

Exceptionally strong links have been developed with parents. The childminder is pro-active in ensuring they are fully informed about their children's learning and progress. She provides a summary of the recently revised edition of the Early Years Foundation Stage framework that shows how she focuses on the prime areas of learning for the younger children. She is well prepared to implement the progress check at age two as she has created an information pack that she works through with parents to share their children's development and support their learning at home. The parent questionnaire reflects parents' great satisfaction in the care and play opportunities their children receive. They recognise how the childminder has dealt with eating issues and are extremely pleased with the service she provides. The childminder works closely with the local nursery having signed up to the Early Years Partnership Plan agreeing to share in planning and sharing children's experiences and activities both from home and the childminding setting.

The childminder reviews her practice and provision for children effectively both with ongoing training, parent questionnaire and the online Ofsted self-evaluation process. She has strong links with the local Sure Start children's centre where she is part of the childminding network. She is committed to providing a high quality care and learning environment and to prepare children to thrive and develop as they move onto other settings.

### 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. 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>     | EY302961      |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 886713        |
| <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>  | 7             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 19/05/2009    |
| <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 that are usually their 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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