

Inspection date

16/12/2014

Previous inspection date

15/06/2009

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 accurately supports children in learning through play. She skilfully observes their needs and astutely plans purposeful experiences to maximise their progress. Therefore, children flourish in her care.
- Teaching is excellent because the childminder expertly promotes and meets children's interests and next steps in learning. She provides them with excellent opportunities to develop their skills in the seven areas of learning and sharply focuses on preparing them for school.
- The childminder skilfully plans a flowing balance of adult-led and child-initiated activities to meet children's different learning styles. She accurately prepares the learning environment to expand their imaginative development and personal interests.
- The childminder expertly teaches children to be healthy. She ensures that they are active, eat nutritious meals and enjoy a wide range of outdoor activities on a daily basis.
- The childminder demonstrates an exceptional practice with regard to protecting children. She participates in regular safeguarding training and proficiently meets all requirements of the Early Years Foundation Stage. Therefore, children are safe and protected in her care.
- The childminder engages in excellent reflective practice. She regularly consults parents and children about identifying targets for continuous improvement of her services.

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 interacted with children and held discussions with the childminder throughout the inspection.
- The inspector observed activities and routines for children. She conducted a joint observation with the childminder.
- The inspector had a tour of the indoor and outdoor areas used for childminding. She looked at the quality of the equipment and resources available to children.
- The inspector examined documentation related to children's assessment and planning. She verified evidence of the suitability of household members and evaluated the implementation of policies and procedures in practice, including the safeguarding procedures.
- The inspector reviewed the childminder's self-evaluation form. She looked at training and professional development opportunities the childminder participated in.
- The inspector took into account the views of parents expressed through questionnaires and letters.

Inspector

Karina Hemerling

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in St Albans, Hertfordshire. The whole of the ground floor and one bedroom on the first floor are used for childminding. There is an enclosed garden for outdoor play. The childminder collects children from the local schools and pre-schools. She attends toddler groups and activities at the local children's centre. The childminder visits shops and parks on a regular basis. There are currently seven children on roll, one of whom is in the early years age group. They attend for a variety of sessions. The childminder operates term time only from 7.30am to 6.15pm, Monday to Thursday, except for bank and family holidays. She holds an 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:

- encourage parents to share even more information about their children's skills and interests on entry to maintain the excellent practice with regards to maximising children's learning from early days.

Inspection judgements

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

The childminder has outstanding knowledge of the learning and development requirements. She intuitively understands child development and accurately supports children in learning skills through their play. The childminder obtains relevant information from parents about children's interests, likes and dislikes at home to tailor the educational programme to their needs. She effectively identifies children's starting points in learning by promptly starting observations and assessments of their skills once they start attending her provision. However, there is scope to engage parents even more in identifying the stages of children's learning and development on entry, to enhance their initial experiences with her even further. The childminder expertly identifies children's next steps in learning and very effectively plans activities to support their progress. For example, she teaches children about Hanukah and accurately plans activities reflecting on their educational needs. Children develop a wide range of skills, in all areas of learning, as they learn about and make their own menorahs. The childminder teaches children about the significance of candles for Hanukah and explains to them about the significance of fire and light. Children have fun as they learn to blow out candles and are fascinated by the experience. The childminder effectively details the planning for activities using learning journals and these include accurate evidence of children's aptitudes towards effective learning. For example, she identifies in her assessments that children begin to confidently

communicate by using familiar words and simple sentences. To support this, she expands their language development by teaching them new vocabulary and reinforcing what they already know. Children identify the colours they use in their art work and enthusiastically name their Hanukah drawings. The childminder is extremely confident in her teaching practice and actively contributes to children's progress. Therefore, they flourish in her care.

Teaching is excellent because the childminder expertly organises the educational programme to meet children's interests and next steps of learning. She plans a range of purposeful activities, outings, playgroups and play dates to maximise their learning. The childminder organises themes to teach children about cultural festivals and extends their understanding of the world by providing them with real life experiences. For example, she teaches children about the weather and takes them for nature walks to observe the different seasons of the year. The childminder has an exemplary knowledge of the seven areas of learning and is highly skilled in promoting them in the learning environment. She ensures that children benefit from a flowing balance of adult-led and child-initiated activities and invests time in playing with them. Children also benefit from opportunities to independently lead their play and learning. The childminder proficiently teaches children through inspiring interactions because she knows their needs and interests extremely well. For example, children play with cars and the garage and she effectively expands their learning by providing them with books about different vehicles to look at. Children critically compare vehicles and describe their colours and sizes. The childminder teaches children early numeracy and literacy skills very consistently. She skilfully incorporates these in activities and daily routines. She uses approved development guidance to monitor children's progress and to ensure they develop their skills in preparation for school.

The ongoing partnership with parents is excellent. The childminder maintains highly innovative strategies to aid parents in supporting children's learning at home. She shares daily information about children's favourite activities with her and provides parents with information about which areas of learning each activity promotes. The childminder shares a diary with parents, where she methodically records children's ages and stages of their development following the regular assessments of their skills. Parents respond very well to the daily diary and effectively use it to share their views of children's learning at home. The childminder organises monthly progress meetings with parents and discusses children's learning journals and assessments. Together, the childminder and parents regularly reflect on children's emerging needs to maximise their progress. She accurately completes the progress check for children aged between two and three years and has an excellent understanding of her responsibility in supporting the ever-developing needs of children. She provides outstanding experiences for children because of her wealth of knowledge and the sharp focus on meeting their needs.

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

The childminder is very welcoming and aims to create an environment where children learn to be resilient, honest and respectful. She is very caring towards children and is highly attentive to their needs. Therefore, children are happy and settle well in her care.

The childminder promotes an effective settling-in period and organises initial sessions with parents to ensure children are comfortable. She extends this period until children are happy to stay with her on their own. The childminder effectively initiates the partnership with parents and forms strong bonds with them. She tailors children's routines according to their usual home routines, in order to support their emotional development from early days. The childminder gathers all relevant information about children's care needs and accommodates them in practice with precision. For example, if children's routines at home suddenly change, she consciously adapts hers to meet their needs. Parents complete the All about me form and regularly inform the childminder about their expectations with relation to children's care practice by using the daily diary. The childminder has excellent knowledge of the needs of children in her care. She maintains strong partnerships with parents to ensure her practice actively contributes to children's well-being.

The childminder skilfully teaches children to be healthy. She carefully prepares their meals and snacks in line with food and hygiene regulations. For example, food preparation is effective, meals are nutritious and menus contain detailed information about ingredients and possible allergens. Children are involved in meal times as they help the childminder to prepare their food. The childminder's personal interest is cooking and she very effectively plans regular cooking and shopping activities to teach children about healthy eating. She keeps children active and provides them with regular outings to parks, zoos and farms. The childminder visits a range of outdoor play areas and indoor gyms with children to ensure they exercise on a daily basis. She provides them with an excellently resourced outdoor play area and children have freely chosen opportunities to play outside and enjoy fresh air. The childminder teaches children all the necessary skills to ensure they are able to manage their own needs. For example, children independently wash their hands and learn toileting skills with her consistent and supportive approach. The childminder encourages children to put on and take off their jackets as they play inside and outside. Children have excellent opportunities to develop social skills and fully benefit from the very appropriate play areas available to them. The childminder focuses on teaching them to be organised with their personal belongings, toys and resources at her provision. Children participate in routines, such as tidying up, so they learn to take responsibilities and to follow instructions. The childminder skilfully supports children to be very independent and self-aware and assured.

The childminder has strong focus on teaching children about positive behaviour and good manners. She has excellent procedures to teach them what is right and wrong. The childminder works with parents to support children's emotional development and with them creates strategies to manage their behaviour. She promotes a set of house rules, which parents acknowledge in feedback letters as an asset of her practice, as children are also behaving better at home. The childminder is attentive and constantly praises children's achievements and ideas to boost their confidence and promote further positive behaviour. Children form very strong bonds with her because they trust her dedication towards them. The childminder talks to children so they learn to listen and communicate their thoughts. She has high expectations of them and is an excellent role model. Children learn about personal safety and how to take risks as they play. For example, children visit the park and explore different landscapes and experience nature first-hand. The childminder supervises and guides them on how to manage their own safety. Children behave well during this play and responsively listen to her with regard to the boundaries

she sets. The childminder has excellent links with local schools and teachers. She takes children to assemblies and they participate in events at local schools with her. The childminder incorporates school learning and routines into her educational programme to prepare and enthuse children before they move on to school.

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

The childminder demonstrates very secure practice with regard to protecting children. She participates in ongoing safeguarding training and proficiently maintains a well-documented practice to monitor children's welfare. The childminder has links with the local authorities and knows where to go should she become concerned about children's welfare. She maintains a set of policies and procedures, which she knowledgeably shares with parents, to secure the effective management of her provision. The childminder undertakes daily risk assessments of her provision, and outings, so children can safely benefit from the experiences with her. The childminder maintains records of the suitability checks for all household members and understands her responsibility of informing parents and Ofsted of any significant changes and events related to her provision. The childminder is very conscientious with regard to her safeguarding practice and regularly updates policies to ensure they are in line with current regulations. She demonstrates an outstanding knowledge of how to protect children and expertly meets the safeguarding and welfare requirements in practice.

The childminder monitors the quality of her teaching by closely assessing children's learning. She regularly identifies their stages of development to ensure the activities they participate in fully benefit their progress. The childminder has strong links with local children's centres and has excellent knowledge of working with outside agencies and parents to support children's needs. She participates in a wide range of training related to the learning, development and assessment requirements, to continuously enhance her practice and ensure children learn, develop and achieve to their full potential.

The childminder undertakes excellent reflective practice. She regularly consults parents through questionnaires and gives children opportunities to voice their feelings and wishes with regard to their experiences with her. The childminder routinely reviews her self-evaluation to highlight and reflect on the strengths and weaknesses of her practice. She has an excellent understanding of the Early Years Foundation Stage and provides a safe and secure environment for children to play and learn. Since her last inspection, the childminder reviewed her outdoor provision to ensure it reflects the seven areas of learning and is constantly reviewing the learning environment to continuously interest and challenge children. She maintains a very secure practice and consistently provides children with an outstanding approach to knowing and meeting their needs. Therefore, children benefit from the highest standards of care and education.

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	EY304079
Local authority	Hertfordshire
Inspection number	848914
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	15/06/2009
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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