

Inspection date	05/06/2014
Previous inspection date	07/10/2009

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 offers an interesting variety of activities and outings to stimulate young children's learning and development and supports these with a good range of resources.
- The childminder has formed secure relationships with children, who are happy and content in her care.
- The childminder demonstrates good knowledge of safeguarding procedures in order to protect the children in her care.
- The childminder takes effective action to minimise potential hazards to children both indoors and on outings, so they play in safety.

It is not yet outstanding because

- The partnership with parents is not initially maximised. Information obtained from parents at this time links more to care needs and so what the child already knows and can do is not maximised to inform planning for individual learning.

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 observed activities in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as recorded in written reference letters.

Inspector

Clair Stockings

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 two adult children in a house in Potters Bar, Hertfordshire. The whole of the house and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child in the early years age group on roll. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the partnership with parents by increasing the detail of the initial information obtained from them on what their child already knows and can do, so that early planning is fully effective in challenging children to make as much progress as they can.

Inspection judgements

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

The childminder provides a warm and welcoming environment where children demonstrate they feel happy and enjoy being with her. Children make good progress, the childminder observes and assesses their progress and makes sure that they are challenged effectively to reach their next learning steps. The childminder obtains some information about children's individual needs when they start and provides resources to aid the settling-in process. However, information obtained initially from parents during their child's induction links more to care than to learning. Therefore, the partnership at this time is not fully maximised so the childminder can implement her good quality planning from outset of children's care, in accordance with what the child already knows and can do.

The childminder provides a varied range of interesting play experiences which ignite children's curiosity. Children make choices as they decide what they want to play with. For example, children delight as, supported by the attentive childminder, they learn how to apply sufficient pressure to buttons on a musical toy to make its lights flash. This successfully promotes their physical skills and supports their active learning. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. Children regularly go outdoors where there are further learning opportunities as the childminder recognises that each child has their own preferred learning style. Children choose from an exciting range of play equipment, including a slide and wheeled toys. Children practise a variety of physical skills as they balance, climb and

run, encouraged by the childminder who is on hand to monitor safety and offer children support.

There is a good sense of fun and children enjoy a warm relationship with the childminder. Children show they are settled and they are familiar with the routines in place. They communicate confidently with the childminder and they are able to make their needs known. The childminder promotes effectively children's language development through her supportive interactions during play. She communicates and engages with them enthusiastically as they play. She talks to them about what they are doing, questioning children effectively and giving time for them to respond. The childminder shows children how to pronounce some words by responding and repeating what they say in the correct way. For example, she engages children in conversation as they use plastic stacking rings to build a tower together. The childminder extends children's mathematical learning by encouraging them to count during every day routines. Consequently, children develop skills that support their future learning.

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

Children feel comfortable and secure with the childminder. They demonstrate they are happy in her care as they easily approach her for support. She works with the parents to find out children's likes and dislikes before they start to help them to settle. She also finds out about their routines so that she can meet their individual needs. This enables the children to settle and develops their self-esteem and confidence. They are familiar with the routine, following the house rules, such as, taking off shoes and hanging up coats, on their return from outings in the local area. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach.

Children are encouraged to develop healthy lifestyles. The childminder follows appropriate hygiene procedures and practices that meet their physical, nutritional and healthcare needs. Her guidance and support help children to become independent in their personal care. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children are offered nutritious snacks and packed lunches provided by their parents and carers. Clear information regarding children's individual health needs, such as, allergies, is obtained and adhered to.

The childminder gives appropriate priority to children's safety and well-being. Her home is safe and secure as she undertakes daily checks and regular risk assessments. Children practise regular fire drills, which helps them learn about what to do in the event of an emergency. The childminder also teaches the children road safety and stranger danger. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements policies and procedures which underpin her service and help ensure the well-being of the children. The childminder shares these with parents so that they understand her responsibilities. She has a clear understanding of safeguarding issues and is aware of the procedures to follow if she was concerned about a child. The childminder understands how to report any concerns to the appropriate agencies. Children are protected further, she carries out daily risk assessments on all areas and resources used by the children.

Partnerships with parents are strong. She communicates verbally with parents regarding children's welfare and experiences on a daily basis. Parental feedback is positive and reflects gratitude for the care the childminder provides. One parent writes of the childminder, 'She is truly caring and continually strives to keep the children in her care stimulated and happy.' The childminder is aware of the benefits of sharing information with other early years providers in order to provide continuity of learning for children.

The childminder successfully monitors the educational programmes to ensure that children make good progress. The childminder has an effective knowledge of the learning requirements of the Early Years Foundation Stage. She demonstrates commitment to further improve the quality of provision and her knowledge by attending training, such as, early childhood development. Through self-evaluation, she takes into account the views of children and their parents and uses this to reflect on the quality of her provision.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY305174
Local authority	Hertfordshire
Inspection number	877908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	07/10/2009
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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