

Inspection date	29/09/2014
Previous inspection date	20/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder demonstrates a poor knowledge and understanding of statutory requirements of the Early Years Foundation Stage. This does not ensure that children in her care are able to progress in their learning and development and are kept healthy and safe.
- The childminder does not observe and assess children and has too little understanding of how to monitor children's achievements. She does not identify their next steps in learning or plan appropriate activities to ensure they make the best possible progress.
- The childminder does not work effectively with parents to support children's learning. She does not obtain information about children's starting points and does not exchange information about their ongoing learning with parents. This hinders children's progress.
- The childminder does not have a current paediatric first-aid certificate as required. This means that her knowledge to deliver emergency aid in the event of an accident is not up to date.
- The way that the childminder reflects on the service she provides is not effective. This results in her not identifying improvements or training, which are needed to ensure that legal requirements are met.

It has the following strengths

- The childminder offers a range of activities that interest the children and in which they are happy to participate.

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 at appropriate times.
- 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 children aged five and 10 years. They live in a house in Waltham Cross, Hertfordshire. The childminder uses the whole of the house and the rear garden for childminding. She collects children from the local schools and pre-schools. There is currently one child in the early years age range on roll who attends for a variety of sessions. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- increase understanding of the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe
- undertake ongoing observation and assessment in order to understand children's level of achievement and to shape learning experiences for each child and take appropriate action to support children's individual needs when observing gaps in children's learning
- seek information about children's developmental abilities when they start to ensure that it is used to effectively plan and to meet their needs and interests
- ensure that parents are actively engaged in their child's learning by supporting them in guiding their child's development at home and keeping them informed about their children's progress
- obtain a current paediatric first-aid qualification.

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

- improve the methods for reviewing and monitoring practice, so that weaknesses are quickly identified, action is taken to address these and any required training can be sought.

Inspection judgements

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

The childminder has a limited understanding of the requirements of the Early Years Foundation Stage. She is not observing or assessing children in order to plan for their next steps in learning. As a result, she is unaware of their precise individual needs and lacks the necessary knowledge to ensure activities support children effectively in their learning. This is a breach of a learning and development requirement. The lack of assessment means children are not always suitably challenged and gaps in learning or any concerns are not identified or addressed. In addition, the childminder has not sought to engage parents in children's learning. For example, the two-way flow of information with parents focuses on care needs. As a result, information about children's stage of development or abilities, when she starts to look after them are not obtained. The childminder does not provide parents with any information about children's ongoing development or have arrangements for sharing details of achievements at home. This means children are not well supported in their learning and development so that they can achieve to the best of their abilities.

The childminder uses the nearby amenities to offer children experiences in a number of different environments. For example, she visits the local shops and library. These visits make learning fun for the children and enable them to learn about the wider world. The childminder provides opportunities for children to develop their physical skills as they enjoy playing in the garden using a range of play equipment, such as balls and hoops. Children also enjoy visits to local parks where they learn to use a range of large play equipment. This helps children to develop coordination and balance.

At times, children independently choose from the wide range of toys and resources available to them. For example, children play with dolls, make a picnic with tea sets and play food, recreating scenarios based on their own first-hand experiences. Children enjoy imaginative play and, on occasions, the childminder uses this as a means of helping children to learn about the world, to organise, sort and for counting. At times, children's communication and language is encouraged. For example, children successfully mimic the childminder when she names animals on a push-button toy. However, she does not always recognise all the opportunities to extend children's communication and language. The childminder sensitively joins in with children's play, posing some questions to help children develop their thinking skills. However, questions are not sufficiently focused because the childminder does not have a clear understanding of children's current learning needs. Consequently, children are not well prepared for school or their next stage in learning.

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

The children are comfortable and at home in the childminder's care. This means they settle quickly, and demonstrate that they find the presence of the childminder reassuring.

The childminder takes time to talk to children, so promoting their self-esteem. Children learn to behave appropriately as they play alongside the childminder and each other. For example, she encourages them to take turns during play with a popular toy. As a result, they learn right from wrong. The childminder warmly supports children to help tidy away toys, explaining that they may pose a trip hazard. Consequently, children are learning how to keep themselves safe.

Children bring a packed lunch each day so they have a balanced diet of foods that meet their individual needs. The childminder uses some play opportunities to talk about foods children like to eat. Children have a regular routine for hand washing before eating and this helps to support good health and teach children about basic hygiene practice. Children are provided with opportunities to access fresh air, for example, on walks into the local community or when visiting local parks. This helps them to develop their understanding about how to maintain a healthy lifestyle and how to be safe when they are outside.

Relationships with parents focus on children's care and contractual issues. The lack of discussion and sharing of information about children's abilities means the childminder does not have a secure understanding of children's ability to adapt to change or their physical capabilities. Therefore, activities do not necessarily build on what children can do for themselves or explore any worries they have about new experiences. This does not support children sufficiently in preparing for the next stage of their learning.

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

The childminder has an inadequate understanding of how to meet some of the safeguarding and welfare requirements. The childminder does not have a current paediatric first-aid qualification as required. This means that should a child have an accident, she is not sufficiently qualified to ensure that they receive appropriate emergency care. As a result, the safety and welfare of children in the childminder's care is inadequate. These are breaches of the welfare requirements and also of the requirements for the Childcare Register. However, the childminder has undertaken a risk assessment of her premises, which helps to ensure that the environment is safe and secure for children attending. The childminder demonstrates an appropriate understanding of safeguarding procedures and knows how to identify and report concerns she may have about children.

The childminder has an inadequate understanding about her responsibility to ensure that learning and development requirements are implemented in her practice. As a result, children make insufficient progress in their learning and are not well-prepared for their future learning. She has developed sound relationships with parents of those children attending. However, she does not seek to share any information about children's development. As a result, parents are insufficiently informed about their child's progress in learning. This does not ensure that they are given the opportunity to support their child's learning at home. As a result, children's continuity of learning is not adequately supported. There are currently no children attending other early years settings. However, the childminder demonstrates through discussion an adequate understanding about the

significance of partnership working with other providers.

The childminder is not sufficiently ambitious about improving her provision and practice. Her understanding of self-evaluation is weak and as a result, she does not undertake ongoing self-evaluation of her practice. This has in turn led to her failure to identify or tackle areas for improvement in her practice, including the identification of training needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first-aid qualification is in place (compulsory part of the Childcare Register).
- ensure that an appropriate first-aid qualification is in place (voluntary part of the Childcare Register).

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	EY315322
Local authority	Hertfordshire
Inspection number	990766
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	20/03/2012
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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