

Inspection date	18/12/2012
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder understands her role and responsibility with regard to safeguarding children. She regularly checks her home to minimise risks, therefore, children's safety is promoted.
- Children are supported in their learning and developing. They build fond attachments with the childminder and form close friendships with other minded children.
- Children are supported to acquire the skills and capacity to develop and learn effectively, as a result, they are ready for the next stages in their learning.
- Parents are engaged in their children's learning through talking with the childminder. This means that children are supported in their learning and information is regularly shared.

It is not yet good because

- Planning of the educational programme does not offer children a broad range of skills and knowledge across the areas of learning, and does not effectively highlight next steps.
- Self-evaluation does not incorporate the views of parents and children.

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 spoke with the children and the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, procedures and photographic evidence of children joining in with various activities.
- The inspector observed activities in the downstairs rooms used for childminding.
- The inspector carried out a joint observation with the childminder.

Inspector

Jo Rowley

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 one child aged 14 years and one adult child in a house in Letchworth, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has a kitten and two rabbits as pets.

The childminder attends various toddler and childminding group. She visits the shops and local park on a regular basis and she collects children from the local schools and pre-schools.

There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. There are two school age children who attend each day after school only. The childminder operates all year round from 8am 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:

- ensure that planning of the educational programme offers children a broad range of skills and knowledge across the areas of learning, and effectively highlights next steps.

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

- develop self-evaluation to monitor the educational programmes to ensure that the views of parents and children are taken into consideration when planning for improvement.

Inspection judgements

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

The childminder has a satisfactory knowledge of the Statutory Framework for the Early Years Foundation Stage and is aware of the recent revisions to this particular framework. She encourages a settling-in period which enables children and families to become familiar with the childminder's routines and develop a feeling of security. Parents are requested to share what they know about their children with regard to their development, when they first start at the childminder's home and information is shared throughout the child's care. Through observation the childminder is able to see where children are in their learning and identify their next steps. Younger children have written two-year-old progress checks completed and these are shared with parents to demonstrate the progress children make in the prime areas of the Statutory Framework for the Early Years Foundation Stage. The childminder organises activities and resources according to children's likes and interests. However, while this is important activities are not consistently planned across all seven areas of learning to offer an accurate understanding of children's abilities. As a result, children are not experiencing a broad range of skills and knowledge, and there is scope to

improve the planning for their future progress.

The childminder has built friendly relationships with parents and she shares information about the children's routines and the activities they take part in on a daily basis. For babies the childminder completes short daily diaries which include information about eating and toileting, to ensure that parents are informed appropriately. The childminder knows the children well and provides a range of activities and resources which appeal to their interests and hold their attention well. For example, children enjoy the large train and road track in which they are able to create their own designs. This promotes their imaginations and independence, whilst they are supported and encouraged by the childminder. Children's language development is encouraged as the childminder provides books and stories for children to enjoy. These are stored at children's height, providing opportunities for them to make choices for themselves.

Children are encouraged to express themselves through singing and dancing opportunities. For example, children use musical instruments which they shake and rattle as they sing along to musical rhymes or songs they sing together with the childminder. As a result, children's vocabulary is within the developmental milestones for their age. Throughout their play children are given choices, such as to where they feel a particular object should go on the track or what song to sing next. This means that the childminder is creating an environment where children's answers are welcomed, their thinking is encouraged and their choices matter.

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

The childminder provides a welcoming environment where children are forming appropriate bonds and securing emotional attachments, consequently, children feel secure in their environment. Children are happy and settled and respond well to the childminder. They laugh and giggle as they decide spontaneously to sing rhymes and songs, which are encouraged with actions. Each child is treated equally and behaves well because they are encouraged through activities, such as art and craft play, where they learn about sharing with others. The childminder encourages and supports children by encouraging settling-in visits which are arranged to offer children and parents an opportunity to become familiar with their new surroundings. As a result, children get used to routines and demonstrate this, for example, as tidying up is finished children know it is snack time.

Children are given sufficient time to explore their surroundings and are able to make independent choices about their play because resources are stored according to their ages and stages of development. Children's personal, social and emotional development is fully encouraged as the childminder develops their self-confidence through regular praise and encouragement. She ensures that all children are given opportunities to access resources, and these reflect positive images which promote equality. Children's behaviour is sound and all children are encouraged with turn-taking as they begin to learn the importance of sharing resources. The children are encouraged with self-care skills and established routines develop independence with these. For example, children are encouraged with blowing their noses and washing hands before they eat their snack. This supports their health appropriately. In addition, children have regular opportunities for outside and

physical play because they take regular walks, play in the garden and enjoy swimming.

Children enjoy daily opportunities to socialise as they visit various toddler and childminding groups. As a result, children gain regular opportunities to develop confidence and independence in situations away from their main care setting. This means that their social skills are developing and they are preparing for transitions such as starting pre-school or primary schools.

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

The childminder demonstrates a sound knowledge and understanding of the safeguarding and welfare requirements. For example, she protects children in her care because she has a clear understanding of her role and responsibility and has a written procedure to be followed in the event of any incidents. Regular risk assessments are carried out in the childminder's home and this means that children are cared for in a safe environment.

The childminder has not reflected fully on self-evaluation to look at her strengths and areas for improvement although she demonstrates a positive attitude to improving this. The childminder has a friendly relationship with parents and regularly shares information with them. However, their views are not incorporated into the childminder's self-evaluation in order to ensure that their views are considered when planning for improvement. In relation to the monitoring of the educational programme, the childminder is not secure in her understanding of planning activities across all areas of learning. As a result, the Early Years Foundation Stage learning and development requirements are not fully met.

Partnerships with parents and others delivering the Statutory Framework for the Early Years Foundation Stage are encouraged. For example, the childminder discusses the older children's school day with their teachers. Younger children do not currently attend other settings although their transitions from home to childminder are supported by regular communication between the childminder and the parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY315537
Local authority	Hertfordshire
Inspection number	820454
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6

Number of children on roll	5
Name of provider	
Date of previous inspection	19/05/2009
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 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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