

Inspection date	13/12/2013
Previous inspection date	29/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminders work well with each other to provide a safe environment and appropriate continuity of care.
- Children benefit from the warm and caring relationships that clearly exist between them and the childminder.
- Children are provided with a broad range of activities, which they can enjoy at their own pace.

It is not yet good because

- The childminder has not implemented the progress check at age two in a timely manner to make sure that children progress to their full potential in all areas of learning.
- The childminder does not have a rigorous self-evaluation process to reflect on what works well and develop a plan of improvement by using a set of challenging criteria to help children make as much progress as they can. This also relates to the process for collecting parents' views, so that their wishes are used to help the childminder review her practice.

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 on the ground floor of the premises and talked with children.
- The inspector talked to the childminder and the co-minder at various times throughout the inspection.
- The inspector looked at a sample of children's records and a range of other documentation, including evidence of suitability and qualifications of the childminder and co-minder.
- The inspector and childminder undertook a joint observation.
- The inspector took account of the views of parents briefly given on the day and by telephone following the inspection.

Inspector

Sheila Harrison

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder and two school age children in a house in Welwyn Garden City and uses the whole of the ground floor and the rear garden for childminding. The family has a pet dog. The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder has a professional early years qualification at level 3. There are currently 13 children on roll and six of these are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round, from 7am to 7pm, Monday to Friday except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement the progress check at age two and provide parents with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths and any areas where the child's progress is less than expected.

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

- devise and implement a thorough self-evaluation process, which uses challenging criteria and which includes the views of parents and children to identify strengths and areas for development.

Inspection judgements

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

The childminder and co-minder offer teaching experiences that adequately interest children in their care. Children have time to play freely as the childminder has a set routine with a mixture of free-play and adult-directed play indoors. The childminder gets out a range of toys that interest children and there is more equipment for children to choose from stored in another room. This helps children to concentrate in a calm and orderly environment. The childminder takes the lead in observing and assessing children's development and she collates the information of children's progress in children's learning

journals. Parents regularly take the learning journals home to see the records of their children's progress and for ideas to help children's learning at home. However, the childminder does not use this to provide a written summary for parents about their child's development at age two to provide information about any areas where development is less than expected, so that parents can share the summary with other professionals, such as their health visitor. The childminder can describe how children settle easily and their language and physical development has increased since starting at the setting.

The childminder helps children to discover new things and persist at their game. For example, children enjoy playing with the battery operated toys. They fit the models of favourite story book characters into slots showing joy as the toy makes a noise.

The childminder gets to know the likes and dislikes of children in her care as she interacts with them at play. Children enjoy role play and act out events in their own lives making the childminder and their friends pretend tea and birthday cake. She sensitively asks them to recall previous events in their lives and this supports children's confidence in speaking aloud and general conversations. This helps them to be ready for their next step in learning and eventually for school. The childminder makes plans, which are linked to the current theme and based on adult-directed craft and cookery activities.

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

Children are developing positive relationships with both childminders as they readily approach them for reassurance and support. Children benefit from individual time and attention from the childminder and affection is readily given and received. Therefore, children are content and secure in the setting. The childminder finds out valuable information from parents about their children's individual daily care routines during settling-in periods, so that she can support their emotional development effectively. The childminder adequately supports children to behave well. She encourages children to remember the house rules and to roll balls carefully to each other indoors. The childminder uses appropriate praise when children succeed with the ball rolling game.

Children are becoming confident in group situations as the childminder takes them to local toddler and music groups in the area. The childminder is available to support children to explore and gives them reassurance when needed and in unfamiliar situations. Young children visit the school to pick up older children and become confident around the school premises. Older children talk to younger children about school life. The childminder encourages parents to visit the school fetes and open days, so that children and parents meet staff and other parents and this helps children to be suitably prepared for their move onto school when the time comes.

Children are beginning to learn about a healthy lifestyle. They enjoy a suitable range of outings to explore their local community. Children can exercise vigorously on regular visits to the park. They can experience the climbing frame and ball pools in the play area of a local farm and the childminder ensures they are safe without inhibiting appropriate risk taking. Parents provide all the meals and snacks. The childminder encourages parents to

pack sufficient healthy foods to cover a full day and the childminder provides extra basic foods if required. Children learn about healthy eating by discussing healthy and unhealthy foods during mealtimes and during the regular cookery activities.

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

The childminder has a suitable understanding of how to safeguard children. She has attended specific safeguarding training and has sufficient awareness of the reporting procedures to follow if there are concerns. The childminder keeps updated policies and procedures for the safe management of the setting. She maintains responsibility for the wide range of documents, such as contracts and permission slips for various activities, as part of the two-way flow of information between childminders and parents. This keeps parents informed of the service provided for their children. The risk assessments are up to date and any changes to the premises are reassessed to maintain children's safety.

The childminder and co-minder, working closely together, provide places for the siblings of younger children to ensure a consistent service to parents. The childminder can describe the steps she would take to build appropriate relationships with other professionals if required. The childminder takes the lead in monitoring the effectiveness of the educational programme and linking the planning for children's progress using an appropriate guidance document. She tracks children's progress to support their learning. The childminder has attended some training on revisions to the Early Years Foundation Stage. However, she has not completed the progress check at age two in a timely fashion and this is a breach of the legal requirements. This does not help to identify any gaps in children's progress, to enable timely intervention to be made where appropriate.

The childminder monitors the provision through regular discussions with her co-minder about what is working well. However, the childminder does not use challenging criteria to review the effectiveness of the setting and the views of all parents are not regularly sought, especially when it comes to the procedure for packed meals. This leads to some confusion about the services the childminders provide to fully meet the individual needs of children and to constantly improve the quality of provision for all children. The childminder has made some progress with the recommendation made at the last inspection. The childminder has some information on the themes in the nursery class that children attend and this helps to develop some consistency in children's care and learning.

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	EY336537
Local authority	Hertfordshire
Inspection number	946892
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	29/06/2010
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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