

Inspection date	26/09/2013
Previous inspection date	04/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides rich and imaginative experiences based on detailed observations and assessments of children's learning. Children are enthusiastic and eager to participate in activities and are making good progress.
- The childminder gives children's safety high priority. She displays a comprehensive understanding of her individual responsibility to protect children and keep them safe from harm.
- Children show that they have formed strong bonds and attachments with the childminder and the other children. This supports their feelings of safety and security, and promotes their confidence and self-esteem.
- Effective partnerships between parents and the childminder, enables her to have an accurate knowledge of children's abilities and interests. She successfully uses this information to provide interesting and challenging experiences which supports children's good attitudes to learning.

It is not yet outstanding because

- There is scope to continue to build on the excellent support for children who are moving on to schools and other settings.
- There is room to extend the effectiveness of self-evaluation by establishing detailed planned actions to further support children's already good progress.

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 spoke to, and interacted with the childminder and with children throughout the inspection.
- The inspector and childminder jointly observed and discussed children's learning and playing in the lounge.
- The inspector examined a selection of information and documentation relating to the children's safeguarding, welfare and developmental progress.
- The inspector looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder has been registered since 2006 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her three children aged 18, 17 and seven years old in a house in Welwyn Garden City, Hertfordshire. The whole of ground floor of the childminder's house is used for childminding with the bathroom upstairs and there is an enclosed rear garden for outdoor play. The family has a pet cat and fish. 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 are currently four children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- expand all children's opportunities to experience play in group situations to further support their readiness for the next stage in their learning
- extend the effectiveness of self-evaluation by establishing detailed planned actions to overcome identified weaknesses and further support children's already good progress.

Inspection judgements

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

The childminder engages children and motivates their interest in the toys and activities. This enables children to learn new skills and make good progress. The childminder skilfully expands learning as children play. She talks and asks questions of the children as they play, for example, 'what colour?' 'how many?' and 'which one?'. Children clearly describe and explain their play which shows their good skills in the prime areas of learning. The childminder encourages children to explore the different colours and shapes of the play people and the small world furniture. She purposefully draws children's attention to the matching piece of the jigsaw puzzle, assessing their knowledge and understanding as they make their own choices and decisions.

Children are making very rapid progress in the prime areas of learning. They communicate well because the childminder provides good support and encouragement for their speech. Children display high levels of confidence and self-esteem within the home setting. They choose their own toys and activities, which they can reach easily. They are learning responsibility for putting the toys away when they are finished playing, sorting them into their coloured boxes and bags. Children regularly explore a wide range of physical activities. They develop their physical skills by using equipment and toys in the garden and in the park. They also display good skills in controlling tools, such as pencils, crayons and small world toys during play.

The childminder has established good partnerships with parents. This is successful in sharing information which enables the childminder to settle children quickly and happily into her setting. She has a good understanding of what the children like to do and uses this to provide activities which interest and engage the children. The childminder observes the children and monitors their progress in a well-organised way. This enables the childminder to have an accurate starting point for each of the children and from which she plans and provides further learning experiences to meet children's needs.

The childminder ensures that all children participate equally in all activities. She uses incidental opportunities effectively to expand children's learning. For example, she directs children to put the toys in the yellow box and counts the stairs on the way to the bathroom. This enhances children's mathematical development. The childminder praises children's attempts and efforts; she celebrates achievements as the children count the number of cars and laugh together as the cars zoom down the slope in the garage. Children are beginning to learn to share and take turns, waiting for their turn to put the car on the slope. This working together helps raise their confidence and self-esteem.

Children participate in physical exercise regularly. They also show good levels of competency when using tools, such as scissors safely while playing. The childminder provides a good choice of challenges for children to move them on to the next stage in their development, for example, by providing some children with regular visits to pre-school groups. This enables children to become accustomed to being in group learning situations in readiness for school. The childminder gives high priority to promoting children's good levels of confidence, self-esteem and independence. This ensures that they are progressing in the skills they need to be ready for the next stages in their learning.

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

Children are happy and confident and show strong attachments to the childminder. They spontaneously show affection as they cuddle her and enjoy her participation in their play. Children independently choose toys and games from a wide selection of inviting and accessible resources. They learn to be responsible and safe as they tidy away toys before getting something new out to play with. This shows they are aware of trip hazards as they clear floor space to play.

Children are independently able to reach their drinks when they are thirsty and the childminder reminds them to drink often. She fully supports children's competence in their self-help skills, appropriate to their age, by giving them encouragement and instruction. She gives children the time and encouragement to help themselves, and only intervenes if asked or needed, for example, when children are dressing or undressing to use the toilet. This is very effective in promoting children's personal independence skills and self-confidence.

The childminder ensures that she gives children clear and consistent messages about behaving safely and responsibly. This enables all children to have a very good understanding of boundaries and keeping themselves safe. For example, the childminder encourages children to hold on to the bannister rail to climb up and down the stairs in the home. Their self-confidence shows they are developing a good understanding of how to manage risks for themselves. The childminder ensures that she is close by to protect the children but encourages them to have a go for themselves.

The childminder effectively supports children's welfare and emotional well-being. Care practices are good because the childminder is successful in supporting children in becoming more responsible in independently addressing their own personal care needs themselves. Children talk about and choose healthy options and are provided with balanced meals and healthy snacks. Children follow the directions on the hand washing poster in the bathroom and talk about washing germs off their hands before eating.

The childminder provides a well-resourced and welcoming environment. Children are happy and settle quickly. Good partnerships with parents and detailed discussions about children's, likes, dislikes, starting points and interests ensure that the childminder has a very accurate knowledge of the children's abilities. She effectively assesses each child's starting points, health needs and abilities, right from the start.

Children are making rapid progress in the prime areas of learning. They are beginning to display the confidence and skills which enable them to continue to progress. Some of the children are gaining experience in learning in group settings, such as pre-school and toddler groups. The childminder is aware of the importance of engaging in professional working relationships with other early years settings and has plans in place to provide additional group learning experiences for those children who will soon be moving onto nursery. Therefore there is room to provide even more support for children who are moving on to schools and other settings.

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

The childminder effectively delivers a wide range of activities and resources that support children to make good progress in all seven areas of learning. She displays a good knowledge and understanding of the learning and development requirements. Activities are monitored regularly to ensure that children receive a wide selection of learning opportunities which are successful in supporting their good progress towards the early learning goals.

The childminder has a detailed knowledge and understanding of the safeguarding and welfare requirements. She has clear procedures she will follow if she has any concerns about the safety or welfare of a child. The childminder ensures that parents and visitors are clear about the childminder's safeguarding procedures. All adults living in the home have been checked to ensure that they are suitable to be in contact with children.

The childminder has established professional partnerships to share information confidentially and to ensure that children receive consistency in their learning and development. Partnerships with parents are good and they are provided with daily communication and information about children's progress, care and welfare.

The childminder is committed to further improving children's learning experiences. She effectively monitors her practice by seeking the views of parents and children. Their comments are very complimentary. The childminder's self-evaluation is effective in identifying what she needs to improve. However, there is scope to focus incorporate these into specific action plans so that once addressed, their effectiveness and impact on children, can be evaluated. For example, she has identified that some children have not experienced learning in group situations. She is planning to identify a group which are operating on the days the child is attending; however, this is not yet in place.

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	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 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 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	EY340631
Local authority	Hertfordshire
Inspection number	873367
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	04/02/2011
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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