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| <b>Inspection date</b>   | 04/12/2014 |
| Previous inspection date | 06/04/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 1 |
| 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**

- Teaching is good because the childminder understands how children learn best. She maintains regular observations and assessments of their skills and plans purposeful activities to promote their learning during play.
- The childminder and assistants prepare interesting and challenging experiences to promote children's independence. They effectively teach them skills to help them make progress towards the early learning goals in preparation for school.
- The childminder ensures children are healthy by providing them with nutritious meals and keeping them active. She implements teaching in the daily routines and children effectively learn how to manage their own needs with confidence.
- The childminder and assistants regularly participate in safeguarding and child protection training. They are very confident about how to identify, record and refer concerns related to children's welfare.

### **It is not yet outstanding because**

- The childminder does not fully engage parents in identifying children's starting points of learning. Therefore, her planning for children's initial experiences with her is not precise enough to maximise their 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 held discussions with the childminder and assistants throughout the inspection.
- The inspector observed activities and interacted with children. She conducted a joint observation with the childminder.
- The inspector had a tour of the indoor and outdoor areas used for childminding. She looked at the quality of the equipment and resources available to children.
- The inspector examined documentation related to children's assessment and planning. She verified evidence of the suitability for household members and assistants.
- The inspector evaluated the implementation of policies and procedures in practice, including the safeguarding procedures. She looked at training and professional development opportunities the childminder and assistants participated in.
- The inspector took into account the views of parents expressed in feedback letters.

## Inspector

Karinna Hemerling

## Full report

### Information about the setting

The childminder was registered in 2007 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 in St. Albans. The whole of the childminder's house, except for the utility room, is used for childminding. The family has chickens and two cats as pets. The childminder has two assistants who work on a part-time basis. There is an enclosed garden for outdoor play. The childminder collects children from the local schools and pre-schools. She attends toddler groups and activities at the local children's centre. The childminder visits shops and parks on a regular basis. There are currently 22 children on roll, six of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.15pm, Monday to Thursday, except bank and family holidays. She holds an early years qualification at level 3. The childminder 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:

- ensure parents participate more actively in identifying children's starting points of learning so children fully benefit from their early learning experiences with the childminder.

## Inspection judgements

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

Teaching is good because the childminder and assistants provide children with opportunities to learn through play. They have a good understanding of their interests and learning needs and, therefore, provide children with effective opportunities to develop their skills and learning. The childminder identifies children's starting points by observing their skills and interests during their initial sessions. However, she does not fully engage parents in this process. Therefore, she does not have a full picture of children's prior learning at home and cannot use this information to support her planning. Consequently, children's initial experiences at her provision do not maximise their learning. The childminder uses approved development guidance to identify and monitor children's development. She provides them with good support, according to their needs, to ensure their progress. The childminder and assistants maintain individual learning journals for children, where they record observations, work and photographs. The childminder also assesses and details children's development using electronic software. She is confident in identifying, monitoring and promoting their next steps of learning in the educational programme. The childminder regularly evaluates children's progress to ensure they steadily develop their skills. She demonstrates a good understanding of the learning and development requirements, and regularly participates in training with her assistants to

enhance their teaching practice.

The childminder prepares an interesting and challenging environment for children. She effectively promotes the seven areas of learning and analyses children's skills against the areas, to ensure they make progress towards the early learning goals. For example, children are interested in playing with cars, to extend their learning the childminder provides them with car tracks and different vehicles. Children express their creativity and existing knowledge by building a motorway. The childminder engages them in thinking about the different vehicles they usually see on the motorway and children share their personal experiences with delight. For example, they tell the childminder that on the motorway cars drive very fast. The childminder encourages children to count the vehicles they play with and they tell her their purpose. For example, they tell her that ambulances are big and help people who are not well. The childminder teaches children important early mathematical and literacy skills as children use descriptive vocabulary to categorise their cars in different groups. For example, children line up vehicles by size, from the smallest car to the big red bus. They demonstrate the characteristics of effective learning as they explore and play with interest. The childminder has a strong focus in teaching children to concentrate during activities and teaches children the importance of starting and finishing their work. Children are great communicators and learn important skills to ensure that they are ready for school.

The childminder maintains regular discussions with parents about children's needs and tailors her practice to meet them. The ongoing partnership with parents is promoted well and positively impacts on children's learning and development. For example, parents can access their children's assessments electronically and regularly look at learning journals. The childminder completes the progress check for children aged between two and three years and shares it with parents. She effectively identifies targets to further support children's future learning. Children develop well and benefit from good quality teaching and learning while in her care.

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

The childminder and assistant provide children with a welcoming environment. They form strong bonds with children and invest time in playing and interacting with them. Children settle well and are happy at the childminder's house. They comfortably play and explore all areas available to them. The childminder effectively organises children's settling-in sessions with parents and from early days she skilfully supports their emotional development. For example, parents stay and play with their children until they are comfortable to stay with her on their own. The childminder promotes open doors for parents, who are invited to participate as much as they can in their children's routines with her. She also encourages parents to record aspects of children's well-being in the daily diary, to ensure that she is aware of changes and meets children's needs at all times.

Children behave well and are very polite. The childminder focuses on reinforcing positive behaviour and teaching them good manners. For example, children say 'thank you', 'please' and are patient to take turns. The childminder provides them with great opportunities to socially interact with other children and adults. For example, she

organises activities for children to play together and they participate in group activities outside her provision. Consequently, children learn to respect and play with others. The childminder teaches children about their boundaries and involves parents in reinforcing those to them at home. She attentively teaches children what is right and wrong. For example, children would like to play with clay in the carpet area and the childminder explains to them that the clay will make the carpet dirty, therefore, they must play on the table.

The childminder teaches children about healthy living. She prepares their meals and ensures they are provided with nutritious snacks throughout their time with her. The childminder keeps children active and plans daily opportunities for them to play, exercise and enjoy fresh air outdoors. For example, children choose when to go outside and effectively extend their favourite indoor activities outside. The childminder provides children with a variety of equipment to challenge their physical skills. For example, children ride toys, dig and explore nature. She teaches them about the world they live in and they learn about life cycles and animals. For example, children help her to look after chickens, as they feed and observe them on a daily basis. The childminder explains to children how to safely take risks and talks to them about their personal safety. For example, during a Christmas craft activity, they learn that some resources and tools are sharp and require attention when handling them. The childminder provides children with plenty of opportunities to freely explore the age-appropriate learning environment. For example, children initiate their play and reach for resources and toys. They help her to tidy up and to organise the play area to avoid accidents. The childminder and assistants visit local schools with children and teach them about school life in the educational programme that they provide. They effectively support children while they move on to school.

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

The childminder effectively promotes the safeguarding and welfare requirements in practice, and participates in regular safeguarding and child protection training to continuously enhance her knowledge. She provides opportunities for her assistants to participate in training to ensure that they are aware of how to identify concerns and protect the children in their care. The childminder and assistants are very confident in identifying signs of abuse, recording and referring concerns related to children's welfare. They know the steps to take if they have any concerns and maintain good links with the local authority services. The childminder guides her assistants in completing daily risk assessments of her house, monitoring toys and equipment, and ensuring that children can freely explore and play. She maintains records of qualifications, training and evidence of the suitability of household members and employees. There is a sound recruitment procedure to ensure assistants are suitable to work with children. The childminder conducts regular supervision meetings and appraisals to ensure her assistants are effectively supported and monitored in practice, to ensure the positive outcomes for children.

The childminder closely monitors children's learning and maintains comprehensive

observations and assessments of their development. She regularly evaluates their progress to ensure that they develop according to their expected age range. The childminder and assistants participate in training to enhance the quality of teaching and learning at the provision. Children benefit from a variety of experiences and develop their skills confidently. The childminder has links with local children's centres and local authorities for support, and is aware of the services available in her area. For example, she understands the importance of working with outside professionals to ensure children achieve to their full potential.

The childminder organises meetings with her assistants to discuss the needs of children, activities and day-to-day practice. The childminder maintains good partnerships with parents in almost all respects and holds regular discussions with them, in order to identify their expectations with regards to their children's care and education. She keeps parents informed about the procedures in place and educational programme available to children, to ensure they participate in practice. Children benefit from a caring approach to their personal requirements because the childminder's utmost priority is to meet their individual needs at all times.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY344368      |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 849367        |
| <b>Type of provision</b>           | Childminder   |
| <b>Registration category</b>       | Childminder   |
| <b>Age range of children</b>       | 0 - 17        |
| <b>Total number of places</b>      | 18            |
| <b>Number of children on roll</b>  | 22            |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 06/04/2011    |
| <b>Telephone number</b>            |               |

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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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