

Inspection date	23/01/2014
Previous inspection date	01/02/2011

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

- Teaching is good because the childminder understands how to promote children's learning during play, supporting their interests and offering new information. As a result, children's progress and development is good.
- Children develop good self-esteem and form strong attachments because the childminder works closely with parents to help children to settle and meet their needs.
- The childminder prepares meals planned around children's own completion of surveys of their likes and dislikes and, as a result, children understand their views are valued which supports self-esteem.
- The childminder uses policies and procedures with parents to promote consistency and underpin the relationship.

It is not yet outstanding because

- Opportunities for children to learn outdoors are not always as good those that they experience indoors to maximise learning.
- Children do not always follow personal hygiene procedures, such as hand washing before eating, to enable them to fully understand links between hygiene and health.
- Very young children's access to the full range of resources to maximise their opportunities to freely initiate their own play and learning is not fully explored.

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.
- 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.

Inspector

Lynne Talbot

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 partner and three children aged 20 years, 17 years and 15 years in a house in Baldock, Hertfordshire.

The playroom, lounge, ground floor bedroom, dining room, and ground floor facilities are used for childminder. There is an enclosed garden available for outside play. The family has a dog and a cat. The childminder attends social groups on a regular basis.

The childminder collects children from the local schools. There are currently nine children on roll, four of whom 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 Thursday, 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:

- extend the daily plan to provide increased opportunities for children to play and explore outdoors to optimise learning and physical development
- help children to fully understand the importance of personal care and hygiene, and the link to good health, by providing consistent messages
- continue to develop children's independent choice by reviewing the access to resources for very young children.

Inspection judgements

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

Children are happy and engaged in their learning because the childminder uses the information gained through observation to plan activities linked to identified next steps. She monitors children's response to planned activities and adapts them to meet each child's needs. Younger children enjoy simple role play with a tea service and the play kitchen, and small vehicles with a garage. The childminder extends their interest and asks gentle questions that help them to match their actions to words as they offer her a 'cup of tea'. Children love to explore familiar play and they repeat this several times beginning to use sentences to describe what they are doing. The children experiment with new words

because the childminder shows them that she is listening to them, through eye contact, and responds to them with praise. Children begin to solve some simple problems as they decide how many figures to place into trucks and then balance others on the top as they discover that they will not fit inside. Children explore sensory bead boards manipulating the beads one at a time along the wires as they twist and turn. They show a commitment to their task and show concentration as they try to get all the beads to one end. The childminder understands that children must discover things for themselves and uses good teaching as she observes them but does not intervene in this task.

The childminder introduces children to their local community because they make some excursions to social groups or venues such as the nearby garden centre. They complete simple activities to learn about other cultures. For example, art activities linked to Diwali are carried out and children view informative materials, such as a globe, maps and posters in many languages, to foster further interest. Activities such as cooking engage the younger children and they also enjoy colouring pictures linked to events, such as Burns night. Children use drawing materials with confidence making lines, circles and telling visitors that they are 'writing'. Young children experiment with swirls and circles, and become excited as they call out the colour of the crayon that they are using. They name, amongst others, pink, purple and brown, before beginning to place them in pairs and telling the childminder, 'i have two pinks'. Children are clearly enjoying demonstrating new knowledge as they count and sort by colour.

The childminder demonstrates a good understanding of the Early Years Foundation Stage and has established good observations and assessments. She monitors children's progress and marks their development against expected milestones to assist her in planning future activities. Parents are involved within the planned programme and information is shared that allows the childminder to build on achievements made at home. Ideas are provided to parents to continue with activities to support those completed with the childminder. Planning takes into consideration all areas of learning and development to build on emerging skills. However, while the children enjoy frequent outdoor play and activities in the garden during summer months, they have fewer opportunities for free choice of outdoor play, or planned outdoor play, in autumn and winter. This means that physical development is not maximised at all times. As a result of the observation and assessment, and the effective planning, children make good progress. The childminder is aware of the need to complete a progress check at age two and will carry this out when required. She provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future learning and movement to school.

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

The childminder takes account of every child's individual need to provide flexible settling-in procedures and works closely with parents to establish a positive relationship. For example, she offers sessions of suitable length and frequency to introduce children to the new surroundings. The childminder ensures that she works closely with parents in order to meet children's care needs and discusses all aspects of their care with parents each day. In addition, she sends photographs to parents during the day to ensure that they are

involved in learning and development and, therefore, enable them to extend these activities at home. Children demonstrate good attachment with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. As a result of these steps, children, from an early age, are beginning to be emotionally prepared for school or a move to another setting.

Young children receive consistent and positive behaviour management that helps them to develop good self-esteem. For example, the childminder uses sensitive intervention and listens to each child before suggesting solutions to disputes. Children are well-nourished. The childminder provides a menu which takes account of children's preferences. For example, children colour in detailed charts with different colours for 'I like', 'I don't like', and 'I haven't tried' which are then used by the childminder to plan the menu. This helps children to understand that their views are valued. Older children can meet their own physical needs independently and all children have access to drinks when they are thirsty. Younger children carry out a routine for washing their hands and getting an apron on before lunch. However, on occasion, younger children are not always encouraged to wash their hands before eating snack and this limits their full understanding of the link between hygiene and health. Children enjoy some physical play in local outdoor areas and take part in dancing indoors to support physical development.

Children are kept safe on the premises because the childminder completes records of risk assessments to minimise hazards for children. Children learn about road safety and personal safety because the childminder uses materials obtained through a road safety scheme, entitled Break, to carry out activities with them. They wear high-visibility jackets when in the community to ensure that they can be seen. In this way they are introduced to an awareness of safety through regular routines. Children access some resources freely in low-level boxes and the childminder rotates materials, in-line with children's interests, from a broad range, which is suitable to promote all areas of learning. However, very young children are not able to freely access resources and make independent choices due to a large quantity being inaccessible and stored in other areas. This means that opportunities to lead their own learning are sometimes limited by the materials set out for them and does not enable them to make more of their own choices during play.

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

The childminder sets good standards for the quality of care that she offers. This inspection was prioritised as a result of information brought to the attention of Ofsted relating to persons living or working on the childminders premises, and about which the childminder failed to notify Ofsted at the time. The provider did subsequently notify Ofsted about this change, at a later date, and initiated the required level of clearances. Arrangements to safeguard children in the setting, and for monitoring any person in the home when minded children are present, are now vigilant. A safeguarding policy contains all required elements. The childminder completes regular safeguarding training. The childminder has a clear understanding of the procedures for referring any concerns and the role of the Local Safeguarding Children Board. She understands the requirements of the Statutory framework for the Early Years Foundation Stage with regard to changes, or events, which

must be notified to Ofsted, and how, and when, they must be contacted but had not followed that procedure within the required times period. This was a breach in the requirements of the Statutory framework for the Early Years Foundation Stage. The childminder implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home or during outings. The childminder implements thorough procedures that protect children when they are away from the home and uses detailed risk assessments. As a result, children are safe both in, and outside of the home.

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Statutory framework for the Early Years Foundation Stage, are in place. The childminder shares a wide range of policies with parents to underpin the professional relationship. Parents are involved in the day-to-day care of their children and work with the childminder to support children. For instance, the childminder is informed of achievements made at home and she offers ideas for activities at home, or suggests new songs to be sung with children to assist the development of communication and language. The childminder completes reflective practice to help her to develop the care provided. Each child's individual development file is reviewed by herself and parents to gauge progress. The childminder keeps a self evaluation form which demonstrates the steps that she takes to drive improvement. Consequently, she is able to demonstrate a drive for improvement and continued good provision.

The childminder cares for children attending school and ensures that she speaks with the appropriate key person to enable her to offer activities which complement those undertaken in school. The childminder monitors her own observation and assessment method and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. These links ensure that consistency of learning is promoted. Children in this setting have a positive experience supported by good teaching that forms a good base for continued well-being, learning and development.

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
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	EY347135
Local authority	Hertfordshire
Inspection number	950255
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	01/02/2011
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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