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|--------------------------|------------|
| <b>Inspection date</b>   | 04/10/2012 |
| Previous inspection date | 28/03/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 pays attention to documentation such as policies and procedures to supports the smooth daily running of her setting and to provide positive outcomes for the children.
- The childminder's commitment to continuing her professional development is extremely good and enables her to provide quality learning opportunities for the children.
- The childminder has a very good understanding about how young children learn through play and free flow exploration. She provides a stimulating, safe and secure environment where the children can follow their own interests supported by the childminder who guides their learning and development well.
- The childminder provides a positive environment and supports children to learn about leading healthy lifestyles and keeping themselves safe.

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

- Short term planning does not clearly state how resources will be used to support children's progress.
- Opportunities for parents and children to be fully involved in the evaluation of the service provided by the childminder have not yet been fully embraced.

## 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 observed activities and held discussions with the childminder.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of the childminder and other persons over 16 years living and working at the premises. The inspector discussed how the provider's reflects on her practice.
- The inspector took account of the written views of parents and other professional reading cards and letters available for inspection purposes.

## Inspector

Lynn Clements

## Full Report

### Information about the setting

The childminder was registered in 2007. She lives with her husband and two children aged nine and six years in a residential area of Royston, Hertfordshire. The ground floor of the house is used for childminding and one room on the first floor is used for sleeping. Bathroom facilities are also on the first floor. There is a fully enclosed rear garden for outside play. The childminder lives within walking distance of shops, parks and activity groups.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.. When working with an assistant she can accept up to six children under eight years at any one time. The childminder offers care each week day all year around. There are currently 10 children on roll, on a part time basis. Seven children are in the early years age range and there are three older children. Four younger children were present during this inspection. The childminder is a member of the National Childminding Association. She holds a qualification from the National Nursery Examination Board (NNEB) and has completed a Foundation Degree in Early Years.

### **What the setting needs to do to improve further**

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

- enhance planning for children's next steps by adding more detail about how resources will be used to support children's continuing progress
- develop further the current system of reflective practice in order to fully include parents and children's views and ideas to support continuous improvements based on user needs.

### **Inspection judgements**

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

flow play and exploration. She organises her setting well to promote their independence, providing a very good range of child height storage. This makes sure that the children can move freely and help themselves to the toys and resources which are of particular interest to them. Children are clearly settled and at home in this warm and secure family setting.

The childminder takes time at placement to ascertain children's starting points. This information is then used to help her plan opportunities based on what the children know and can do and on their current interests. The childminder has a clear understanding about ages and abilities and she uses this knowledge to plot progress and identify any gaps in the children's learning. Any identified gaps are quickly closed by working with parents and key staff at other settings the children attend. This positive approach means that children are making good progress across all areas of learning, given their starting points and abilities. Currently, the children on roll are working to the expected bands, and in some areas, such as physical and communication, they are exceeding expected levels of progress. The childminder uses a range of effective teaching methods to support children. For example, she helps bring storytelling to life by using intonation and facial gestures which encourages the children's excitement and participation. The childminder also gives the children time to think for themselves and offer their ideas with confidence.

Parents are encouraged to share learning that happens at home and the childminder also develops partnerships with other settings the children attend. Partnership working in this way allows the childminder to gain a bigger picture of the whole child which she can draw on when planning future learning opportunities. It also helps to ensure all children are fully supported and prepared for their transition within the setting into other early years settings and school. Children enjoy their time with the childminder. They communicate competently with each other and adults. They share their ideas with each other, for example, when joining in small world play, developing their own story lines with imagination, for instance, why the car is driving on the roof of the house. They enjoy using objects to represent other things, such as, using a greetings card and holding it to their mouth as a mobile phone to engage in an imaginary conversation with their mummy. Children's behaviour is very good and the childminder is consistent in her approach to behaviour management. This provides the children with clear and fair boundaries to which they respond well. For example sharing and taking turns, helping each other and showing care and consideration.

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

The childminder is sensitive to the needs of the children and parents. Taking time to make sure that information about children's care needs is shared prior to placement and that parents' wishes are respected. Planning in this way enables the children and their parents to settle well into the new care routines. The ongoing commitment to sharing relevant information enables the childminder to provide appropriate care for the children as their growing needs change.

The childminder risk assesses her home and minimises any identified risks. This means that the children can play and grow in a safe and secure setting. The childminder also takes the time to think about potential risks when out and about with the children. For example she helps the children to think about and develop their understanding of road safety and not talking with strangers. During the inspection the children demonstrated their growing understanding about keeping themselves safe. For example, they learn about eating with a knife and fork, knowing that you must never eat off the knife as it is dangerous. Children are actively developing their physical abilities. They play with intricate resources, demonstrating their hand/eye coordination and growing ability to manipulate objects. Whilst outside, they enjoy the changing seasons of the year, running and jumping and using energy on a greater scale than they are able to indoors.

Attention to hygienic daily routines enables the children to establish pertinent skills relating to their self-care. Children talk with the childminder about why they are washing their hands before their lunch, so that they are protected from germs. Nappy changing facilities for younger children are good and the childminder pays attention to hygiene in order to limit the spread of infection. Children have access to drinking water at all times, provided by the childminder in colour coded beakers. The children make their own needs known. For instance, during the morning, when they feel hungry, they tell the childminder who responds by helping them prepare for snack or lunch as appropriate. Children enjoy the healthy options and learn about healthy eating as part of maintaining their healthy lifestyle.

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

The childminder has a very good understanding about protecting children from harm. She has completed safeguarding training and has clear procedures to follow should she have a child protection concern. She understands the importance of making sure that every member of the household over 16 years has undertaken a Criminal Record Bureau check. Her husband works as her assistant on occasions. His checks are in place. The childminder keeps records securely and respects confidentiality. She has developed a range of pertinent policies and procedures which she has shared with parents and implements robustly in practice. This promotes the smooth daily running of her setting.

The childminder supports all children in their learning and development through the Early Years Foundation Stage. She makes electronic diaries of each child which include their particular learning journey. These are shared with parents via email, although the childminder does provide hard-copies for those parents who prefer this.

This two way communication provides channels for both parents and the childminder to keep up-to-date with the children's changing needs and their progress across the different areas of learning. The childminder monitors the delivery of the educational programmes in her setting, making regular observations and using these to support future planning. However, whilst planning includes the children's next steps for learning, detail about how activities are used to support progress is not always clearly defined in order to plainly identify how children continue to be challenged effectively.

The childminder works closely with parents. They report that she is approachable and easy to talk to. They are impressed by the learning opportunities offered to their children and how much their children have grown in confidence since attending the setting. They state that the childminder's commitment to their children is exceptional and that they would recommend her to others without hesitation. Indeed, some parents add that they continue to access the childminder's service with their new babies.

The childminder's commitment to continuing her professional development is exemplary. As a result she has completed training well over and above that required by legislation. This professional development has enabled the childminder to provide a service which focusses on the child thriving and working confidently towards their full potential. The childminder reflects on her practice identifying strengths and where work is required to address weaknesses. However, whilst she talks to children and their parents, she has not yet fully embraced a clear strategy to include them in evaluating her service, to make sure that she continues to make progress as she has been doing and to respond even more accurately to user needs.

### **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. 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**

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY355193      |
| <b>Local authority</b>             | Hertfordshire |
| <b>Inspection number</b>           | 884276        |
| <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>      | 5             |
| <b>Number of children on roll</b>  | 10            |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 28/03/2011    |
| <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 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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