

Inspection date	18/04/2013
Previous inspection date	21/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 is satisfactory

- Children are good communicators who show clear imagination. This is as a result of the attention from the childminder, who listens to their opinions and plans activities that offer scope for them to use their imagination, investigate new materials and be creative.
- Children thrive in their health and physical development because they have free use of a well-equipped garden area to explore physical movement. They take increasing responsibility for their own health care because their independence is supported.
- Children learn about personal safety because they carry out regular emergency evacuations and discuss the measures in place in the home to keep them safe.

It is not yet good because

- Assessments and planning are not sufficiently consistent in depth and breadth in order to fully build on children's interests and next developmental steps.
- There is scope to enhance very young children's access to the full range of resources in order to maximise their opportunities to freely initiate their own play and learning.
- Continuity of learning is not fully supported because the sharing of information between the childminder and other settings delivering the Early Years Foundation Stage is not established.

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 and talked with the childminder and children.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, topic planning
- documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in questionnaires.

Inspector

Lynne Talbot

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 15, seven and four years in a village close to Stevenage, Hertfordshire. The whole ground floor of the house and an upstairs bedroom are used for childminding and there is an enclosed garden available for outside play. The family has two dogs.

The childminder visits local community facilities and parks on a regular basis. She collects children from the local schools and nursery. There are currently five 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 Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that the educational programme has depth and breadth by using information gained through observation and assessments to inform the planning, so that it consistently reflects children's interests and their next developmental steps.

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

- continue to develop children's independent choices by reviewing the access to resources for very young children
- establish communication with other settings delivering the Early Years Foundation Stage to ensure there are regular opportunities to share information about children's learning and development to support continuity in their learning.

Inspection judgements

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

Children are enthusiastic and motivated to learn because the childminder offers planned activities that arise from their interests or from incidental learning. For example, an activity to create pictures with cotton wool is planned to follow on from children's interests

in clouds. The childminder offers the activity at a level appropriate for each child, which helps them to test their own ideas and benefit from the activity as individuals. For instance, older children take time to go outdoors to view the clouds before they start the activity. They discuss what they imagine the shapes of the clouds to be, before returning indoors with a specific aim to create what they see. Younger children enjoy the tactile experience, gain confidence with creative materials, and extend their concentration and persistence as they explore. The childminder appreciates the importance of children developing good communication skills. Therefore, she supports them in extending their vocabulary and language. For example, children are given time to think about what they want to say and she listens carefully to them. All children have time to make marks and explore writing. Younger children use glue spreaders and pens to make marks on their pictures, while older children write their name on their pictures themselves. As a result, they are confident to practise their emerging skills.

Appropriate procedures mean that the childminder gathers information from parents about children's needs, preferences and abilities. She uses this information, and that gathered through general observation, to plan resources and to help monitor children's progress in relation to their starting points. The childminder completes a progress check at age two for children where required, and this is provided to parents. She is aware of the children's next steps and the areas of learning; this helps her to offer balanced opportunities to support children's steady progress. However, her overall and ongoing observations and assessments are not sufficient in depth and detail. Therefore, she is unable to fully use them in her planning to build in next developmental steps and current interests. As a result, the planning of activities is not sufficiently informed in order to plan the activities and provision needed to promote children's learning and development to the maximum.

Children are introduced to the world around them using some regular exploration of popular festivals. For instance, they make Diwali lights and use a globe and maps to learn about the world. Children share each other's cultures and learn about each other's beliefs. For example, they learn popular names for family members within the Jewish faith, share foods and items from home, and follow celebrations, such as Hanukkah. As a result, they learn to appreciate each other and respect people's differences. The childminder's effective communication with parents enables them to share these aspects of home life and to provide updates about their child's learning at home. She offers information about ideas and activities that the children are currently interested in to enable them to continue with these at home. The childminder uses her experience and her knowledge of the children to ensure that they are happy and secure. Children move confidently between the ground floor rooms making independent decisions about the activities set out for them; for example, older children engage in role play and include the younger children in their play. They show increasing imagination as they move freely onto making music with instruments and singing to each other as they create a 'band'. The childminder provides an environment within which children have opportunities to explore and learn actively. This lays the foundations for children's future learning and transitions to new settings.

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

The childminder organises her home appropriately so that she can meet children's needs and offer them a range of play opportunities that support their learning. Children move confidently between the three rooms available and make some decisions about activities that interest them. The childminder monitors the range of resources used by children and selects provision each day to match their interests or development. The range available is broad and suitable to promote all areas of learning. However, very young children are not able to freely access resources and make independent choices due to inaccessible storage. This means that opportunities to initiate their own learning are limited by the materials set out for them. Consequently, children's self-initiated learning is not maximised.

New children settle well because the childminder uses her experience and has flexible settling-in procedures. She gathers information from parents so that she has a clear understanding of children's needs and can offer them appropriate support; for example, to assist those children who take time to separate from their carer, or to learn about specific dietary habits. Children form attachments with the childminder, showing that they feel secure by readily including her in their play and approaching her for a cuddle. They become increasingly independent in their self-care. For example, older children meet their own care needs unaided and readily become involved in clearing away after activities. Younger children are helped to wash their hands and faces with wipes, and are helped to establish regular routines to support development of hygiene awareness. All children make choices from healthy snacks, including fresh and dried fruits, and help themselves to drinks when they are thirsty. The childminder spends time supporting each child to communicate their views. She sets consistent boundaries and offers children practical explanations about their behaviour. As a result, they develop a sound understanding of expectations and are aware of the effect of their actions on others. This contributes to children developing a positive attitude towards their future learning and helps them in making the transition to their next setting.

Children are active and enjoy free access to the well-equipped garden where they take risks in a controlled environment. This contributes to their good health. Children are kept safe on the premises because the childminder completes practical assessments of risk. They begin to learn about safety for others as they view, and ask questions about, the audio and visual monitor that is used when younger children are sleeping. They complete emergency evacuation and explain to visitors the importance of the fire evacuation poster and the routine to follow. Children talk about how to keep safe when walking to and from school. Consequently, they develop an understanding of how to keep themselves, and others, safe.

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

The childminder has a sound understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She reviews her procedures and documentation and ensures that this is all in place. The childminder's understanding of safeguarding is sound and she ensures that children's welfare is maintained. A written procedure for safeguarding is in place to underpin the partnership, and clarity, with parents, and to protect children. The childminder's ongoing informal evaluation of her

daily practice, together with occasional questionnaires used with parents, means that she has an overview of any areas for improvement. Therefore, she implements changes that improve the provision for children. She seeks feedback from children and adjusts her care accordingly. As a result, children understand that they are valued. The childminder continues to attend and complete training courses to update her knowledge and thereby improve her provision. These include, for example, safeguarding and a diploma in childcare course, currently underway. Consequently, she shows attention to improving her practice and the care for children.

The childminder demonstrates a sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Suitable monitoring procedures enable the childminder to check that children are making steady progress. She has sound procedures in place to support her in sharing information with other agencies, where needed. The childminder has no experience in caring for children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. She speaks with schools and nurseries that children attend to ensure that children are prepared for school and transitions that take place therein. For example, through daily contact with them she can talk about events in nursery or school, and can discuss with them any forthcoming changes. However, the links with other settings and key persons are not fully developed to ensure that individual needs and consistency of learning are promoted. The effective partnerships with parents support them in exchanging information, and mean that the childminder knows children well. Regular contact through text and photographs supports the relationship. Parents are sufficiently informed of children's progress through daily discussions. These links ensure that consistency of learning is promoted. Children in this setting have a positive experience that forms a sound base for continued development and well-being.

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	EY359289
Local authority	Hertfordshire
Inspection number	878421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	21/09/2009
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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