

Inspection date	09/01/2014
Previous inspection date	14/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 provider has a good understanding of how to promote the health and safety of the children in her care. She assesses the risks at her premises well and minimises these so children can use all accessible areas safely as they play.
- Children's language development is supported well by the childminder. She uses a wide range of effective teaching methods, which help children make good progress.
- Children relate very well to the childminder, showing that they feel safe and secure in her care. This supports their well-being and independence.
- Partnerships with parents make a strong contribution towards the childminder's ability to meet children's needs.

It is not yet outstanding because

- On occasions, young children are not provided with chances to independently explore and investigate resources and the environment. This does not fully promote all learning opportunities.
- There is scope to enhance opportunities for children to expand their knowledge and understanding of natural materials and the natural world within the home environment.

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 children taking part in activities in the living room of the childminder's home and conducted a joint observation with her.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's detailed development records.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Ann Cozzi

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and nine years in a house in Waltham Cross, Hertfordshire. The childminder uses the whole of the ground floor flat and the rear garden for childminding. The family has one cat.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. The childminder is happy to collect children from the local schools and pre-schools.

The childminder operates year round from 7.30am until 6pm. There is currently one child on roll in the early years age group who attends for a variety of sessions.

What the setting needs to do to improve further

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

- enhance opportunities for young children to develop their independent learning skills, for example, by consistently enabling them to explore resources and the environment for themselves
- enhance support for children's emerging investigation skills, for example, by extending the provision of natural resources in the home environment.

Inspection judgements

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

The childminder has a secure understanding of what interests the children and how they learn through play. She undertakes regular observations and assesses children's development stages across all areas of learning. She subsequently uses this information to accurately plan a wide range of activities based on children's individual learning needs. The childminder employs a wide range of teaching methods to ensure that children are effectively challenged in relation to their age, abilities and starting points. This means that they are able to successfully gain skills to prepare them for their next stage of learning, such as moving onto school.

The childminder organises her home to make sure that on the whole, children are able to independently choose from a wide range of resources. However, on occasion independent learning is not consistently well promoted. For example, young children are not always

able to readily help themselves to some items which interest them.

The childminder provides children with a clear running commentary about what they are doing. This teaches and encourages young children's language development as they begin to mimic some of the words they hear. The childminder makes learning fun and interesting, bringing it to life through the use of props such as puppets. This teaching method effectively stimulates children's interest and participation. For example, they enjoy finding their eyes as part of a naming game, which teaches them how to follow simple instructions and helps them to build self-awareness.

The childminder consistently recognises children's achievements by giving them lots of praise and encouragement, which they relish. Children enjoy playing with information communication technology, such as battery operated toys. They spend time exploring and investigating them and have fun as they learn what happens next, for instance, when they press a button the toy responds by playing a tune.

The childminder provides motivating resources and experiences related to children's current interests. For example, they enjoy visits to nearby parks and feeding the ducks. This provides them with the opportunity to explore the natural world. However, there is room for the childminder to extend further the provision of natural objects and heuristic play at home, enabling children to experience an even wider range of articles from the real world. Children enjoy regular visits to toddler groups and the local children's centre. This gives them the chance to practise social skills and access large play equipment, helping them to develop physical skills, such as balance.

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

The childminder promotes children's smooth move from home into her care. She invites parents along with their children into her home for several visits before they start. She uses this time to find out details about each child's personal care and development needs. This important information helps the childminder to ensure that the needs of each child and their family are reflected in the settling-in procedure. As a result, children settle swiftly into their new environment, because they feel safe and secure in the care of the childminder.

This good communication with parents is maintained by the childminder throughout children's placement. This enables her to be consistently aware of their changing care needs. Children clearly demonstrate the strong bonds they have developed with the provider, showing that they feel safe and secure in her care. For example, they invite her to join in with some of their games and spontaneously cuddle in to her while listening to story books. Children behave very well, because the childminder is consistent in her use of sensitive, age-appropriate positive reinforcement. She uses lots of praise and encouragement during activities, for example, supporting children to identify a range of puppet animals. This helps children to develop good levels of self-esteem and confidence.

The childminder has registered with her local Environmental Health department and has

also completed food hygiene training. Children learn about how to keep themselves healthy because she raises their awareness of good hygiene practice. For example, she ensures that they wash their hands thoroughly before eating. The use of individual towels for hand drying means that the childminder significantly reduces the chance of cross-infection. Children are provided with a good range of healthy balanced meals, which include fresh fruit and vegetables. As a result, they are effectively supported to maintain good health, which helps to protect their well-being. Regular trips visit to local parks mean that children have lots of opportunity to spend time in the fresh air, which further cultivates their understanding of healthy lifestyles.

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

The childminder has a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. As a result, she meets all legal requirements effectively. Policies and procedures are implemented well in her day-to-day practice, which helps promote the safe running of her service. She has attended training about safeguarding children and as a result, provides an environment where all risks are assessed and effective steps are taken to keep children safe. The childminder understands child protection issues. She recognises the possible causes for concern and understands how to make a referral to the appropriate agency should it become necessary. All adults in the home have undertaken appropriate checks. This provides parents with the reassurance that they are suitable to be around young children. The childminder is also vigilant in checking the identity of all visitors before letting them into her home.

The childminder has a high level of awareness with regard to her obligation to ensure that learning and development requirements are met. She has attended relevant training and makes good use of online information and discussions with other professionals. This has helped her to successfully extend her knowledge of current childcare practice, which has had a positive impact on children's learning.

The childminder effectively evaluates her service, provision and practice taking into consideration the views of others. As a result, she has identified some areas she would like to strengthen further. Since her last inspection the childminder has worked hard to bring about lots of positive changes linked to the actions and recommendations raised. This has resulted in a number of improvements including the effective identification of children's individual needs, accurate planning and the overall monitoring of her practice. This reflects the providers commitment to improve the service she provides for children and their families.

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	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	EY365731
Local authority	Hertfordshire
Inspection number	907203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	14/01/2013
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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