

Inspection date

14/01/2013

Previous inspection date

25/09/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

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 4

The quality and standards of the early years provision

This provision is inadequate

- The observations of children's learning are not used to assess children's progress across the seven areas of learning in relation to their age and stage of development. Therefore, the childminder is unable to use this information effectively to plan for the next steps in each child's learning.
- The childminder's knowledge and understanding of the Early Years Foundation Stage learning and development requirements, in particular the arrangements for assessment, are poor. She lacks understanding of the progress check for two year olds.
- The childminder does not fully engage parents in contributing to their child's learning record. Insufficient information is gained about children's starting points and learning at home and so this is not used to plan children's progress.
- The strengths and weaknesses of the provision are not identified and the childminder has ineffective arrangements in place for monitoring and reviewing the provision.

It has the following strengths

- The childminder supports children to manage their own hygiene and personal needs so that they can begin to understand about health and hygiene procedures.
- Children feel safe and secure in the setting and develop warm relationships with the childminder to support their well-being.

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 in the main playroom.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at some observations of children, a selection of policies and children's records.

Inspector

Lindsay Hare

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 five and eight years in Waltham Cross, Hertfordshire. The childminder uses the whole of the ground floor flat and the rear garden for childminding. The family has two cats.

There are currently three children on roll, all of whom are in the early years age group,

who attend for a variety of sessions. She works all year round from 7.30am to 6pm Monday to Friday, except for bank holidays.

What the setting needs to do to improve further

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

- improve the use of assessment of children's levels of achievement, interests and learning styles in order to plan challenging and enjoyable learning experiences for each child
- develop knowledge and understanding of the requirements of the Early Years Foundation Stage, including the progress check for two-year-olds
- ensure parents are fully involved in their children's learning and development, identifying starting points and enabling them to contribute to their child's learning record
- improve the monitoring of children's progress to identify any gaps in their learning.

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

- implement processes for self-evaluation in order to identify areas for development, including seeking the views of parents and children.

Inspection judgements

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

There is no system for assessment to identify whether children are meeting their expected levels of development or to build on their progress. Therefore, planning is not effective in matching activities to children's needs. The childminder lacks understanding of the progress check for two-year-olds.

Children move around confidently and show curiosity about their surroundings. For example, children wanted to know why the cat had gone outside in the snow. They play imaginatively with small-world figures, developing some understanding of diversity as they discuss with the childminder why the figure in a wheelchair needs to use the ramp at the back of the bus rather than the stairs. Children chat throughout their play and the childminder uses repetition of words to clarify what children say as their speech is sometimes unclear. However the childminder does not build on their individual language needs sufficiently to reinforce their understanding and use of language. Children enjoy

looking at books and visit the library frequently with the childminder. They talk about what is happening in the pictures, recalling and comparing these to their own experiences of visiting the beach on holiday.

Children are able to make some choices about what they play with from the limited resources available at any one time. They are able to explore their thinking, in order to decide beforehand what they are going to build. For example, children stated that they were going to make a rocket, using the bricks and then using their understanding to compare sizes. Children's awareness of number is incidental as they line up the animals, and the childminder counts for them, pointing to each one in turn and prompting the number.

Strategies for engaging parents are weak and focus too much on care practices. Children's starting points are not established and the childminder's expectations of children are low because she does not accurately assess children's prior skills, knowledge and understanding. Parents are not encouraged to share information about their child's learning and development at home.

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

Children feel secure and comfortable in the setting and are forming warm relationships with the childminder. The childminder initially gathers information from the parents about children's likes and dislikes and their care routines in order to support her in meeting their needs. However, no information regarding children's starting points in their learning is obtained to support their ongoing progress.

The childminder gives suitable priority to the safety of children so that they know and comply with safety and care routines. Children behave well and the childminder encourages them to use good manners. They respond well to the verbal praise given by the childminder. Children make healthy choices about the food they eat and are offered a varied selection of fruit and vegetables in their diet. They develop their physical skills using equipment in the park and at the toddler group, and are able to confidently climb the steps to go down the slide. Children gain a good understanding of the importance of health and hygiene practices and are keen to share their knowledge. For example, older children remind the younger ones that they need to wash their hands before cooking. Children are becoming competent at managing their personal needs relative to their ages as they use the toilet independently and use cutlery effectively at mealtimes.

Children's personal, social and emotional development is promoted as the childminder takes them to a regular group at the local children's centre, where they have opportunities to mix and interact with their peers. Children are reasonably prepared for smooth transitions to other settings as the childminder talks to them about what to expect when they start pre-school. For example, children talk excitedly about the new lunch boxes they have to take to pre-school.

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

The childminder's knowledge of the safeguarding and welfare requirements is sound. She ensures that all adults in the household are vetted and comprehensive risk assessments are conducted to minimise hazards. However, she has too little understanding of the Early Years Foundation Stage learning and development requirements, in particular the arrangements for assessment. The lack of any consistent planning and assessment means that the childminder does not have a full understanding of children's skills, abilities and progress. Consequently, she is not able to identify gaps in children's learning and support parents to obtain appropriate intervention if needed.

The childminder shares information about the children's care, both verbally and by using a daily diary, and this includes some observations of children's learning and development achievements. However, systems for parents to contribute to their child's learning are not engaging all parents. For example, consulting them on the progress check for two-year-olds. Links with parents are not strong enough to ensure that individual needs are identified and met. Children do not attend any other settings delivering the Early Years Foundation Stage, although the childminder is aware of the importance of making links with such settings.

Self-evaluation is weak and has too little impact. The childminder has not sought the views of parents and children and has not taken any action to tackle areas of identified weaknesses, in order to bring about improvement to the provision and practice.

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
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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

Unique reference number	EY365731
Local authority	Hertfordshire
Inspection number	821116
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	25/09/2008
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 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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