

Inspection date	14/11/2012
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 creates a warm and caring atmosphere where children feel safe and secure.
- Children develop confidence because the childminder offers them praise and encouragement for all their achievements.
- Children experience a broad range of activities and experiences that support their learning and development.
- The childminder provides healthy meals and drinks for children according to their individual dietary requirements.

It is not yet outstanding because

- Although the childminder is continually looking at ways to improve activities and experiences for children, her self-evaluation does not use demanding criteria to help her set challenging targets for improvement.

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 routines, and the interaction between the childminder and children in the kitchen and lounge.
- The inspector looked at a selection of relevant documentation.
- The inspector carried out discussions with the childminder at appropriate times throughout the session.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

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, adult child and children aged 11 and two years, in Welwyn, Hertfordshire. The whole ground floor of the house and the rear garden are used for childminding. The family has two dogs.

There is currently one child on roll who is within the early years age group and attends before school. The childminder operates all year round, except for family holidays, from 7.15am to 5.30pm Monday to Friday. She attends the local children's centre and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

What the setting needs to do to improve further

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

- develop effective systems for self-evaluation that inform the priorities and are used to set challenging targets for improvement through the provision of a clear improvement plan.

Inspection judgements

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

The childminder effectively supports all children to enjoy their time with her. Her thoughtful care and attention help children to make good progress overall and can demonstrate how she would meet the needs of those with special educational needs and/or disabilities. The childminder has a secure knowledge and understanding of how to promote the learning and development of children in her care and is beginning to use the guidance 'Development Matters' in her assessment and planning systems. Children are interested in the activities that are prepared for them so they become quickly involved in their play. Children are promptly involved in their favourite jigsaw puzzles. The childminder helps them find the required pieces by referring to the picture on the box lids and this helps children to succeed and be keen to learn.

The childminder has an accurate assessment of children's prior skills, knowledge and understanding on entry to the setting. She precisely assesses children's current stage of development and interests to effectively plan suitably challenging activities. Children play beneficial turn-taking games that involve drawing up a shopping list, and children can use a chalk board to practise the correct formation of their letters. The childminder regularly listens to, carefully observes and skilfully questions children in order to offer explanations. This helps them to be ready for the next stage in their learning and be prepared for school. She asks the children to recall previous activities to link their thinking with their current activity, such as 'do you remember?' The childminder models correct pronunciation by sensitively responding and repeating what children say in the correct way. Parents contribute to initial assessments of children's starting points on entry and they are kept

very well informed about their children's progress. Parents are encouraged to support and share information about their children's development at home.

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

The childminder provides a calm, secure and welcoming environment where children are made to feel welcome and comfortable in her home. She has a good understanding of the importance of attachment and places great emphasis on the settling-in process. This provides children with the opportunity to build trust in the childminder. Children learn about similarities and differences between themselves and others as the childminder is confident to challenge any comments from the children relating to negative stereotypes. For example, she discusses whether boys want to play with dolls. Children celebrate birthdays and traditional festivals. They talk confidently about the items they have brought for show and tell at school and this supports their transition to the classroom. The childminder effectively encourages children to behave well and is specific when praising good behaviour. For example, she says 'thank you for such good manners'. There are sensitive reminders to tidy away the toys before breakfast. Children build their confidence and are successfully learning to share and make friends.

There are a wide range of stimulating resources that are well displayed and available for children to make choices and develop their growing independence. The childminder can describe the benefits of children playing out of doors, encouraging them to wear appropriate clothing, to discover the benefits of exploring different weather conditions.

The childminder effectively promotes the good health of children. She uses meal times to give children valuable chances to talk about the benefits of healthy eating and, as a result, they are motivated to try new and healthier foods. The childminder takes effective steps to prevent the spread of infection and children successfully learn about healthy lifestyles as they manage their own hygiene and personal needs. They independently clean their teeth after meals and get dressed ready for school. The childminder ensures children understand how to keep themselves safe as she checks their understanding of the consequences of going out if cars are moving.

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

Arrangements for safeguarding children are robust. The childminder demonstrates a high level of commitment to promoting the children's safety. She has recently attended training to update her knowledge and understanding of child protection. This includes her responsibilities in reporting any concerns that she may have about a child in her care. She has appropriate guidance and up-to-date legislation at hand, should there be any concerns regarding a child's well-being.

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. For example, she has attended training on providing suitable learning experiences for boys and this enables her to quickly identify any emerging gaps in children's development. The childminder is eager to improve her

knowledge and practice through an effective programme of professional development. She evaluates her service, although she has yet to use a challenging set of criteria to focus the improvement plans on the areas of her practice in which she is less confident, such as the progress check at age two.

The childminder develops good relationships with parents to ensure a consistent approach and to help support and extend children's learning and development. They sign appropriate consents and provide relevant information regarding their child's welfare. The childminder communicates verbally with the parents and through the use of a mixture of written notes, text messaging and telephone conversations. Parents comment that they very happy with the childminding service and their child is very happy too. The childminder has a strong relationship with the children's teachers and this enhances their learning. She encourages children to talk about what they do at school, such as moving their name on the interactive whiteboard. She nurtures their pride in their achievements as they show her their first reading book.

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

Unique reference number	EY366823
Local authority	Hertfordshire
Inspection number	817730
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	27/02/2012
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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