

Inspection date	17/12/2014
Previous inspection date	03/12/2008

The quality and standards of the early years provision	This inspection:	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 has a good knowledge and understanding of how children learn. She provides a high-quality play-based environment, with rich opportunities for children to investigate across the prime and specific areas of learning. As a result, they make good progress in their learning.
- Partnerships with parents are good and ensure children's individual needs are identified from the beginning and well supported throughout their time at the setting.
- Children are kept safe in an environment which is secure and stimulating. The childminder demonstrates a good knowledge and understanding of safeguarding procedures and all other aspects of safety.
- Children are happy, self-assured and confident. They benefit from a motivated childminder who knows the children well and provides good care and education.

It is not yet outstanding because

- The childminder does not always use the information parents provide about what they know about their children's learning, to ensure an even more collaborative and consistent approach to their development.
- On occasions, the childminder does not consistently include the youngest children in conversations, especially at snack times.

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 the childminder engaging in activities with the children and discussed with her the learning that was taking place.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and assistants, and a range of other documentation.
- The inspector took account of the views of parents on written documents and of the childminder's self-evaluation form.

Inspector

Jill Hardaker

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Stevenage. The whole of the house and the rear garden are used for childminding. The family has a pet cat. The childminder attends local toddler groups and music groups. She visits the shops, local parks and farms on a regular basis. She takes children to and collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children who speak English as an additional language. The childminder holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- promote children's good learning even more by consistently using the information parents provide about children's learning at home, to ensure a collaborative and consistent approach to their development
- enhance the youngest children's good communication skills further by effectively involving them in the good conversations that happen, such as at snack times.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She supports children's learning and development well through play-based learning opportunities, both inside and outdoors. For example, she plays a picture matching game with children, encouraging them to look carefully at the pictures. The children show a high level of concentration and match pictures very well. The childminder promotes children's mathematical development as she encourages children to count during their play. Children show a good understanding of mathematics as they count how many letters there are in their name. As they use Christmas stickers they talk about big and small Christmas trees. Therefore, children's mathematical development is good because they engage in activities which effectively interest and challenge them. Young children are developing good literacy skills because they are given opportunities to make marks and draw on a big scale. For example, as they decorate the Christmas playhouse, children use big movements with crayons. The childminder promotes this further by providing them with brushes. The children use their imagination as they pretend to be painters and they talk about what colours they are painting various parts of

the house. This very popular activity promotes children's learning very well. Opportunities like this encourage children to maintain interest and feed their inquisitive natures, supporting their readiness for school.

The childminder's use of effective questions enables the children to engage in sustained conversations. For example, as they chat together the childminder gives the children her full attention and listens to them. This encourages children to talk about what they are doing and many of them demonstrate a high level of language and communication skills. For example, as children decorate the Christmas playhouse, they chat excitedly. They use descriptive words, such as 'sparkly' and 'glittery', and the childminder acknowledges these as good words. The childminder supports children who speak English as an additional language well. She displays words in both languages in her home and learns key words in children's other language. This shows respect for the children and effectively promotes their language and communication skills even more.

The childminder undertakes effective observations of children's learning. This means she is able to closely monitor every child's ongoing development; this includes the mandatory progress check for children aged between two and three years. The childminder identifies next steps in children's learning and her plans for future learning reflect children's interests. She shares her observations and assessments with parents and encourages them to continue their child's learning at home. However, the childminder does not consistently use the information parents provide to aid her to understand what their child can do and further enhance children's learning.

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

Children are happy and enjoy their time with the childminder. Expectations of behaviour are high and consistent. As a result, children are developing skills to sort out any disagreements independently. They quickly apologise if they have upset a friend and share warm cuddles with them. Children enjoy the security of routines and the flexibility to choose where and with what they want to play. The childminder warmly chats to the younger children through some caring routines, such as when changing nappies. However, at snack times the childminder does not always include the youngest children in the effective conversations that are taking place. Therefore, she does not maximise her support for their social skills. All important information on children's care is shared well between parents and the childminder. This aids the childminder in understanding each child's individual care needs. As a result, children demonstrate a strong attachment to the childminder and a positive sense of security in her home. This ensures children are developing essential skills to aid them for their next stage of learning, such as at nursery or school.

The childminder promotes children's healthy lifestyles well. Children are highly independent with their own personal care routines. They know they must wash their hands after going to the toilet and before eating, and the childminder provides individual towels for each child. Consequently, children are learning how to keep themselves healthy by dealing with their own hygiene needs in a way that reduces the possibility of cross-contamination. Children enjoy an excellent range of healthy options at snack and meal

times. They have access to drinking water throughout the day and this makes sure they are never thirsty. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive.

Children benefit from fresh air and exercise as the childminder actively uses the outdoors to enhance the children's enjoyment of the natural environment. Children enjoy regular opportunities to take part in planned activities in the garden and in the local park. These opportunities enable the children to develop their physical skills and to understand about taking risks while playing in a well-organised and safe environment. The childminder's garden is safe and secure at all times, allowing the children to move around freely and explore. An excellent range of resources promote their all-round physical development, such as balls and ride-on toys.

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

The childminder has a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. There are effective procedures and clear processes in place which underpin the safe, efficient operation of her service and help to ensure the well-being of children. The childminder shares these with parents so that they fully understand her responsibilities. She has a good understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about a child. The childminder has a current paediatric first-aid qualification so she is able to give suitable treatment in a medical emergency. Risk assessments undertaken of the home, garden and any outings mean that children are always protected from potential hazards. The well-being and welfare of children remains paramount in the day-to-day management of the childminder's setting.

The childminder's observations and assessments of children clearly cover all seven areas of learning. She regularly reviews and monitors the impact of her teaching and the educational programmes she uses on children's ability to learn. This aids her in establishing activities and learning environments which work best to support the children's interests, increasing abilities and skills. The childminder is proactive in continuing her professional development and attends relevant training courses and conferences. For example, she has recently attended a workshop on effective storytelling. As a result, she continues to inform and extend her existing skills, providing productive learning opportunities and experiences for the children in her care. The childminder has successfully implemented the recommendation from her last inspection. She regularly reflects on her practice and accurately identifies strengths and areas for forthcoming improvement. She regularly seeks feedback from parents about the service she provides and treats their suggestions with respect. She uses any information from children and parents to help her enhance and adapt her service to meet the children's needs effectively.

The childminder generally encourages positive partnerships with parents and other early years providers. This two-way flow of information is organised well and generally keeps everyone regularly updated about the child's changing needs. Parents are full of praise for

the care and opportunities their children enjoy with the childminder. Parents speak positively about how the childminder cares for their children. They feel they are given good support as she works with them to develop the children's skills. The childminder has effective links in place with other childminders living in the area. This enables her to have peer support and to share good practice. Her close links with the local children's centre ensure she is able to signpost parents to specialist services if required.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY368166
Local authority	Hertfordshire
Inspection number	857879
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	03/12/2008
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, 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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