

Inspection date	04/03/2013
Previous inspection date	07/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are very happy and content in the childminder's care. Their imaginative play and prime areas of learning are supported well as the childminder has a good understanding of how children learn through play. They show great curiosity and are keen learners.
- Children feel safe and secure as the childminder complements their care needs with well-managed routines. Children form close and very positive relationships with the other children, the childminder and her family.
- The childminder has built good relationships with parents with regard to children's well-being. She has cared for some families over many years. She is an experienced carer who keeps parents well informed about her practice and daily routines to support children's continuity of care.

It is not yet outstanding because

- The childminder does not always share information regularly with parents regarding their child's progress, in order for parents to consistently support their child's learning at home.
- There is scope to further develop the self-evaluation by more effectively including parents' views in order to enhance continuous 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
- 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 talked to children as they played, and observed their mid-morning snack and their lunch.
- The inspector looked at the children's records and talked to the childminder about her policies and general routines.

Inspector

Tina Kelly

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged eight years in Croxley Green on the outskirts of Watford, Hertfordshire. The whole of the ground floor is used for childminding, and there is a downstairs cloakroom. There is a secure garden for outside play. The family has two cats.

There are currently three children on roll in the early years age group who attend for a variety of sessions. The childminder attends toddler groups and visits the local shops and parks on a regular basis. She also collects children from the local school. The childminder operates all year round Monday to Friday, except for family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance further the partnership with parents to enable them to be fully involved in continuing their child's learning at home.
- use the views of parents more effectively to fully evaluate the strengths and areas for improvement, to improve practice and help children reach their full potential.

Inspection judgements

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

The childminder has a range of experiences caring for children of all ages. Through discussion with parents, recorded on the 'all about me' form, the childminder establishes the children's starting points. She uses the 'Development Matters in the Early Years Foundation Stage' guidance to provide a broad educational programme. She has a good understanding of the prime and specific areas, so plans effectively to meet the learning and play needs of the children in her care. The children's 'learning journeys' show they take part in many varied activities and art projects. The observations and assessments are used as a basis for the progress check at age two. However, ongoing information is not always regularly shared with parents to enable them to contribute more effectively to their children's developing skills.

Children have free choice from a very good range of age-appropriate toys that are stored around the playroom. Children are inquisitive learners; the childminder provides toys and

activities that extend and promote their learning. Young children enjoy playing with dolls, pushchairs and home play toys. They re-enact their own first-hand experiences, such as going to the shops and telling the 'babies' they are going to work. They show good social skills as they interact well and support each other's play ideas. The childminder provides children with uninterrupted time to play and explore; she joins in sensitively, fitting in with the children's ideas. Children enjoy taking part in singing and dance activities. They ask for music to be put on and select toys to join in the rhymes and songs. They play the piano as an accompaniment and show great delight as they move and dance around the room. The childminder is fully involved in balancing beanbags on her head and joining in the singing; she is a very positive role model, showing children the moves and actions.

The layout of the playroom and access to toys ensure children of different ages are able to develop their play independently. The childminder follows the interests of the children when providing for their play. She provides stimulation resources which can be used, moved and combined in a variety of ways. She makes space and organises a play mat for safari and zoo play. The older children are very knowledgeable about animals and take great care when setting out the animals, tents and vehicles. The childminder extends the children's knowledge of the wider world as she engages them in discussions about the animals they have seen at the zoo with their parents and talks about experiences, such as museum visits. Their interest is further extended with the use of a reference book that is taken on to pre-school. Children become involved in their play as they have opportunities to use resources that are linked to their interests.

Children are making good progress in their development and beginning to gain the skills to help them in their future learning. This supports them as they move on to pre-school and nursery.

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

The childminder knows about the children's personal care needs and routines through extensive discussion with parents as the children come into her care. Partnership with parents is valued and the information from home, outlined in the daily diary, is used to ensure the children's welfare needs are met and they feel safe and secure. Children have a strong sense of belonging and self-esteem that is supported to a very good level by the childminder.

Children learn about a healthy lifestyle through everyday routines. Nappy changes are well managed and older children are confident in their own personal care routines. Healthy fruit snacks supplement the children's packed lunches from home. They enjoy the fruit and ask for more; they are confident in making their needs known to the childminder.

Children behave well; for example, they are reminded to take care as they manoeuvre pushchairs around the home. They are beginning to understand how their actions and play impact on others playing nearby. They are asked to take great care as they walk alongside the floor play and not to tread on the toys. Children show very good manners at snack and lunchtimes, sitting up at the table and managing their lunch packs with great skill.

Children have varied opportunities throughout the week to develop and extend their physical skills. The large garden and activities at toddler groups provide children with time and space to practise their newly acquired skills. This develops their confidence and prepares them for new experiences in life.

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

The childminder makes good use of the 'Development Matters in the Early Years Foundation Stage' guidance. She uses the format to monitor the children's progress and to plan activities and experiences that promote all areas of learning. Children's safety is high priority and the childminder has attended safeguarding training throughout her registration. She keeps parents informed about her commitment to providing a safe environment for all children with effective policies and procedures. An effective risk assessment is in place, outlining the areas in the home that are used by the children. Children are cared for in a well-managed, safe and secure environment.

The childminder has long-established arrangements with the current families she cares for. She has developed strong bonds with the children as she has cared for brothers and sisters over many years. Parents' views are sought through discussion and a questionnaire. Many letters of thanks and recommendations are available in her portfolio, and parents have left very positive comments on a childcare website.

The childminder has attended a range of courses during the registration that build on her professional development and enable her to evaluate her practice. The childminder uses the Ofsted online self-evaluation form to review her practice. She identifies future training and is beginning to identify her strengths and areas that are to be developed. However, the views of parents are not always used effectively to enable the childminder to fully review the overall service and to monitor continuous improvement. She is aware of the support services at the local children's centre and the training provided by the local authority early years partnership. She has good links with other early years settings and understands the importance of sharing information to support children's learning and development at pre-school and nursery.

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	EY376247
Local authority	Hertfordshire
Inspection number	878721
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	07/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

