

Inspection date

13/01/2014

Previous inspection date

12/05/2009

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

- The provider develops an enabling environment in which children are motivated and actively absorbed in the learning process. This helps them to acquire knowledge and skills to support their future learning and development.
- The provider works well in partnership with parents and other adults in early years settings which some of the children also attend. This supports continuity of care for children as they move between home and the different settings.
- The provider offers daily opportunities for the children to learn about and develop positive attitudes to the importance of fresh air, exercise and adopting healthy lifestyles.
- The provider has a clear understanding about safeguarding children from harm, and as a result, the children in her care are well protected. All required documentation is in place and well maintained, promoting good daily management of the setting and positive outcomes for the children.

It is not yet outstanding because

- There is scope to enhance resources available to children with regard to natural objects, to facilitate their understanding of the natural world around them.

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 spoke with the provider and interacted with children at appropriate times throughout the inspection. In addition, the views of parents were noted from letters sent for inspection purposes.
- The inspector observed activities in all rooms used by the children.
- The inspector looked at a selection of policies, procedures and relevant documentation, including evidence of suitability checks and evaluations carried out by the provider.
- The inspector carried out joint discussions with the provider in relation to making observations of the children's play and learning.

Inspector

Lynn Clements

Full report

Information about the setting

The childminder registered in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged nine months, three and four years in Royston, Hertfordshire. The whole of the house and the rear garden are used for childminding. The family has some fish and a cat as pets.

The childminder attends local toddler and activity groups and is able to take children to and from the local school and pre-school. She operates all year round from 7.30am to 6pm, Monday to Wednesday, except Bank Holidays and family holidays. There are currently two children on roll, one of whom is in the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years.

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 children, both inside and outside, to access a wider range of natural material and objects to extend their understanding of the world.

Inspection judgements

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

The childminder has clear processes in place with regard to observation, assessment and subsequent planning. This helps her to identify what the children know and can do in order that future planned activities build on and extend this learning. It also enables her to identify any gaps in learning so that these can, where possible, be closed through her planning and interaction with the child. Furthermore, this approach aids her in seeking support from other professionals, with parents' permission, to address any gaps in learning, or set in place any necessary support for the children as early as possible, prior to moving on to other settings. This information also assists the childminder to plan appropriate challenges where children are exceeding expectations relating to their age bands. Currently the children in her setting are all working within the expected range for their age and stage of development. All children are supported to develop the skills they need for later learning in pre-school or school. Older children are making good progress across the seven areas of learning. Attention to monitoring children's learning and development remains ongoing throughout the time they are placed with the childminder.

The childminder fully understands the importance of embedding the prime areas of learning first, so that babies and very young children acquire the necessary basic skills on which later learning is based. For example, with babies she encourages language for

communication, stimulating their babbling with her own intonation, facial gestures and simple sign language. The childminder encourages their physical skills very well. She organises her setting with the thoughtful positioning of furniture so that babies can build up their strength as they learn to pull themselves up. They stretch over to the next piece of furniture, door or well-placed toy box, reaching out and toddling between these in preparation for walking. Their confidence and self-esteem are nurtured well by the childminder, who uses plenty of positive praise and encouragement. This clearly helps them to try things out for themselves, giving them the confidence to move freely and respond to familiar adults and other children. Babies undoubtedly enjoy cuddling up with the childminder and exploring books. The childminder provides a good range of suitable hard and rag books which include flaps and textures. These stimulate the babies in handling and manipulating them, and with the added role modelling of the childminder, they soon understand how the books work best, turning the pages one by one and looking at the pictures. The childminder provides a wealth of toys and resources for children to explore which cover all areas of learning. However, there is scope to enhance further the learning experiences of the children by increasing opportunities for them to handle and explore natural objects and artefacts. This will enable them to experience and investigate a wider range of articles from the real world.

The childminder works closely with parents prior to placement. This helps her to understand each child's starting points in order that she can plan for their individual learning needs. Parents are encouraged to share in their children's learning records. This provides the childminder with important information from home about their achievements. This further enhances her knowledge of the children in her care, enabling her to organise and provide fun learning opportunities based on their specific interests.

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

Babies and children form secure bonds and attachments with the childminder and her family. She enhances these bonds by building positive partnerships with their parents. This means that the children can enjoy continuity of care. For example, talking with parents and sharing information, such as medical and dietary needs, makes sure that the children are protected in the childminder's care. As a result of them seeing their parents working with the childminder, their confidence soars and parents enjoy the peace of mind that their children are safe and secure in the setting.

The childminder encourages all children to be independent. For instance, older children return from school and put away their belongings in designated areas. They make their own decisions and choices about what they want to play with. This is made easier for them due to the very good organisation and accessibility of child-height storage which contains a wide variety of good quality toys and resources. These are available to children both inside and outside. Babies too are encouraged to move around freely and have access to toys and resources placed around the floor, encouraging them to stretch, roll, crawl and toddle around to investigate for themselves. Due to the differing age ranges of the children, older children learn very quickly how important it is to protect the babies and younger children. They discuss this with the childminder and each other. They learn that more intricate toys and small building bricks need to be used in a separate room or on the

high table, in order to make sure that babies and very young children do not get hold of them, as they might choke. Children's developing understanding about keeping themselves and others safe is good. The childminder plans exciting activities, has high expectations and provides plenty of positive attention and interaction with the children. As a result, their behaviour is good. Positive strategies include re-direction with younger children and opportunities for age-appropriate discussions with the older children.

The childminder makes sure that she has clear recorded information relating to each child's individual dietary needs. This means that she can plan and make sure that children do not come into contact with foods which could potentially harm them. Hygiene procedures are good throughout the setting, including nappy changing procedures, which are carried out well in order to limit the risk of cross-infection. Children are supported in learning about the importance of staying healthy. They enjoy opportunities at sporty activity groups, daily walks, trips to the park and playing in the childminder's well-equipped garden. Larger apparatus outside provides good challenge for the children to develop their physical skills and experiences on a larger scale than is possible indoors. Discussions about healthy food choices further enhance their understanding about leading healthy lifestyles.

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

The childminder has a clear understanding about the importance of suitability checks and protecting children from harm. She has devised a clear safeguarding procedure and knows exactly what to do if she has a child protection concern relating to a child in her care. The childminder understands and implements the safeguarding, welfare, learning and development requirements within her setting. This supports the smooth daily running of her service and promotes very positive outcomes for the children attending. A wide range of relevant policies and procedures are in place and shared with parents. Risk assessments are undertaken of all child-accessible areas so that the children are protected from potential hazards in the setting and when enjoying trips out and about with the childminder. A wide range of training has been completed by the childminder, which has a positive impact on the children. This is because she has a good knowledge and understanding about how young children learn and develop. This means that she plans and monitors ideal activities within enabling environments which support children well.

Improvements since the last inspection have been good. All recommendations identified have been addressed. For example, the childminder's attention to reflective practice has increased. This has led directly to the development of her setting with the addition of further play space inside. Her systems for observations and assessments have been improved and partnership working with parents and other early years providers the children attend has been established. Attention to continuous improvements is now part of the childminder's reflective practice. She works closely with other childminders at a local networking group and accesses additional training and professional support from development workers based at the local children's centre. This approach helps the childminder to remain up to date with changes in early years practice. It also provides important opportunities for the childminders in the area to share good practice for the

benefit of those children attending their settings.

Parents report that they are very happy with the care and facilities offered by the childminder. They find that their children are always very happy, which makes them feel the childminder is an integral part of this confidence being built. They enjoy the fact that their children take part in excursions. Parents say they always know that the childminder has the best interests of their children at heart and that she is well organised with regard to keeping their children safe and secure. They state that the childminder is always very reliable and happy to accommodate extra hours where needed due to their working commitments. They would not hesitate to recommend her to other families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY381569
Local authority	Hertfordshire
Inspection number	878840
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	12/05/2009
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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