

Inspection date	03/06/2014
Previous inspection date	25/11/2009

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

- Teaching is good because the childminder understands how to promote children's learning during play. She uses clear observation and assessment to develop individual plans for children's next steps. As a result, their progress is good.
- Children make free and independent choices about play and activities. This aids their concentration and helps them to become motivated learners.
- Children listen to each other and work cooperatively to develop games. As a result, they explore their imagination and learn to appreciate the views of others.
- The childminder understands her role and responsibility in regard to safeguarding children, which means that they are protected.

It is not yet outstanding because

- Opportunities for children to gain a greater awareness of their local community and the wider society and world around them, are not fully explored to maximise children's understanding and interest.
- Children are not consistently provided with clear messages that help them to understand the link between hygiene and good health.
- There is scope to extend the current good sharing of information between the childminder and other settings delivering the Early Years Foundation Stage to embed consistency and enhance progress further.

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 activities in the childminder's house and talked with the childminder and children.
- 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 a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.

Inspector
Lynne Talbot

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three years and one year in a house in Stevenage, Hertfordshire. The whole of the ground floor of the childminder's home is used for childminding and there is an enclosed garden available for outside play. The childminder attends social and activity groups on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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 the educational opportunities for children to understand the world and society around them by encouraging them to learn about and respect each other's families, communities and traditions
- help children to fully understand the importance of personal care and hygiene and the link to good health, by providing consistent messages about good practice
- extend the communication with other settings delivering the Early Years Foundation Stage to ensure there are regular opportunities to share information in order to fully support continuity in children's care and learning.

Inspection judgements

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

Children are enthusiastic and motivated to learn. The childminder is responsive to their choices within the daily routine. For example, children decide that they want to paint and the childminder quickly provides the materials for them to do so. Children enjoy experimenting with sponges and paint before changing to finger painting and handprints. They compare the small dots, made by their fingers, with the larger prints, made by a whole hand, thereby exploring mathematics. Children make up a story for the pictures that they have created as presents for their families. The childminder understands the importance of allowing children to express themselves through art activities and talks with them about what they have done, without guiding their free expression. When playing independently, children concentrate on activities and show a clear sense of satisfaction

when they complete tasks themselves. For example, children play with puzzles of matching pairs and search until they find the corresponding pieces. They announce proudly that they have 'done it' and smile happily at the praise given to them.

The childminder introduces children to their local community because they make excursions to local groups and venues. Some resources are held to promote children's interest in other cultures. The childminder encourages children to have some awareness of the wider world because they complete simple activities to acknowledge some cultural festivals, such as, Divali and Chinese New Year. Occasionally, they complete basic reviews of their local community and develop simple maps together. However, activities, resources and the wider community resources are not used regularly and to the full, to promote children's greater awareness of the wider diversities of society or each other's culture and family. Children are imaginative and work cooperatively to make up games together. For example, they use play figures and a pirate ship to sail into the kitchen where they establish their 'base'. Children show their good grasp of vocabulary as they explain how they lost their pirate in the boat, or tell each other that it is morning and time to sail to sea. On other occasions they care for the dolls, dressing and undressing them and mimic the care for younger children they meet. This means that they are making sense of what they see around them.

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage and has established clear methods of observation and assessment. She makes written observations, which she uses to assess children's progress. This in turn helps her to plan ideas for activities. Each child also has an individual learning plan showing their next steps in each area of learning. Parents are involved in children's learning and information is shared that allows each party to build on achievements made. For example, the individual plan records observed interests and activities from home, and at the childminders' home, with ideas for further activities for home suggested. A daily diary and face-to-face contact play an important role in the relationship, with all achievements and activities discussed between the childminder and parents each day. As a result, care in the home and when with the childminder is consistent. As a result, of the observation and assessment arrangements and the effective planning, children make good progress. The childminder is aware of the progress check for children between the ages of two and three and will complete this as required. She provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future move to school.

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

The childminder takes account of each child's individual needs to provide appropriate settling-in procedures and works closely with parents to establish a positive relationship. For example, she follows her own admissions policy, which outlines the needs of children and offers settling-in sessions. The childminder ensures that she works closely with parents in order to meet children's care needs. Parents comment that the use of the daily diary means that they are aware of what children do each day and what they have achieved. The diary helps the childminder to work closely with parents to support well-being. Children demonstrate good attachment with the childminder and involve her in their

play. She is attentive and offers children appropriate support and independence. As a result of these steps, children from an early age are beginning to be emotionally prepared for school or a move to another setting.

Children behave well and receive consistent and positive behaviour management that helps them to develop self-confidence. The childminder encourages children to consider other people's feelings and to share the toys and resources. Children show during play, such as, that with the pirate ship, that they can work cooperatively and listen to the views of others. They are willing to make compromises and value each other's opinion. Children are well-nourished because the childminder provides healthy meals and snacks. She provides the support needed to help children to become independent and meet their own needs. They are helped to complete their own personal care needs and are supported to wash their hands after using the toilet. However, their wider understanding of the relevance of good hygiene practices is not always fully promoted, they do not consistently wash their hands before preparing foods or having a meal. Children enjoy physical play each day in the garden, local outdoor areas and parks, or at indoor physical play centres. They jump on the trampoline and learn to balance on the scooters as they roll on the small slope in the garden. These activities help to support physical health and foster their confidence in larger groups helping children to meet and become familiar with other adults in a controlled environment. This assists their independence and preparation for their next group or school.

Children practise road safety each day and take part in emergency evacuation drills. The childminder offers regular reminders to children that help them to make considered choices regarding their own safety. For example, when in the garden they are given consistent information about the need for care when on a slope or when reversing on a bicycle. This helps them to be aware of others around them and to remain safe. Children access a broad selection of resources freely and the childminder provides materials, in line with planned activities, from a good range, which is suitable to promote all areas of learning. The environment is supportive and young children are able to freely access resources and make independent choices. As a result, opportunities to lead their own learning are maximised.

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

The childminder has a firm understanding of safeguarding and she ensures that children's welfare is assured. A written procedure for safeguarding outlines the procedures for children's protection and provides clear information for parents. This identifies the importance that the childminder places on her role. The appropriate checks for all household members are in place. The childminder implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home and during outings. The use of mobile telephones and cameras by visitors is not permitted in the setting. The childminder implements thorough procedures that protect children during excursions and uses detailed risk assessments alongside effective health and safety procedures. As a result, children are safe both in and outside of the home.

The childminder shares her policies with parents to underpin the professional relationship and support children's well-being. Parents are involved in the day-to-day care of their children and value the daily diary used to share information. Parents comment that they are extremely happy with the care of their children and the progress they make. Furthermore, parents comment on how trustworthy, honest and flexible the childminder is. While she has only recently returned to childminding following maternity leave, the childminder is reflective about her practice. She has addressed all recommendations raised at her last inspection demonstrating a good attitude towards improvement. The childminder uses questionnaires to seek parental views and asks for written references. She reviews her documentation and applies any updates that take place. The childminder updates her methods of observation and assessment regularly to ensure they are efficient. This means that her focus remains on the care and learning of the children. Consequently, she is able to demonstrate a drive for improvement and continued good provision.

The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately. The childminder speaks with the pre-school that some children attend each day and through this daily contact can talk about events or welfare issues that arise. However, the links with other settings and key persons are not fully developed to ensure that information about individual needs is always shared and consistency of learning is promoted. The childminder continues to adapt and review her own observation and assessment methods and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. Children have a positive experience that forms a good base for continued well-being, learning and development.

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	EY387456
Local authority	Hertfordshire
Inspection number	959745
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	25/11/2009
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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