

Inspection date	02/12/2014
Previous inspection date	23/04/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are settled and very happy in the childminder's care. He has an exemplary understanding of how children learn through well-planned and challenging play opportunities. The childminder uses a range of imaginative teaching methods and follows children's individual interests. Consequently, children are keen and active learners and they make outstanding progress across all areas of learning.
- The childminder provides extremely well thought out play experiences for children to explore and follow their own interests and ideas. Assessments are precise and are very effectively used to inform future planning so all children receive an individually tailored learning experience.
- The childminder has established excellent links with parents, this enables him to build children's confidence as he links play experiences with events at home. Children demonstrate exceptionally good language skills for their age and they are confident in making their needs known.
- The childminder has a strong commitment to training. He maintains an in-depth understanding of how to protect children through regular safeguarding training. Robust safeguarding procedures and risk assessments help him to monitor the home and outings to help to ensure children's safety and well-being are maintained at all 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 talked to children and watched them play with a range of toys and resources around the home.
- The inspector talked to the childminder about the individual needs of the children in his care.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of documents in relation to the children's progress and developing skills.
The inspector looked at a variety of documents used by the childminder to support him in monitoring the safety of the children through robust safeguarding procedures.
- The inspector looked at evidence of the childminder's qualifications and the suitability checks undertaken for all adults in the home.
- The inspector sought the views of parents from questionnaires and reference letters.

Inspector

Tina Kelly

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. He lives with his wife, who is a registered childminder, in Rickmansworth. The whole of the childminder's home is used for childminding and there is an enclosed garden for outside play. He regularly attends activity groups and network meetings at the local children's centre and visits shops and parks on a regular basis. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder takes children to and collects children from local schools and pre-schools. The childminder operates all year round, from 7am to 6pm, Monday to Friday. He 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:

- consider enhancing the outstanding links with parents by, for example, sharing even more detailed information about how they can further support children's developing skills at home.

Inspection judgements

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

The childminder has a wealth of experience and is dedicated in providing an outstanding caring and supportive environment for children to learn. He has an in-depth understanding of the Early Years Foundation Stage. The quality of teaching is outstanding. He works very effectively with his co-minder, using precise observations and highly accurate assessments to ensure he identifies the next steps in children's learning and uses them to inform planning. The childminder completes the progress check for children between the ages of two and three years and shares a written summary with parents to enable them to support children's developing skills at home. He provides activities that are based on children's individual interests taking into account the part-time care arrangements and their individual stages of development. This helps to ensure that children take part in a wide range of highly stimulating learning experiences based on the prime areas of learning. Children make excellent progress because there is a consistent approach to supporting their developing skills to an outstanding level.

The childminder sets out an excellent selection of toys and resources around the home each day so children can make choices about what they want to play with. Focused but flexible planning helps the childminder to ensure children's independence is promoted to an exceptionally high level. The childminder supports children's personal and social skills because he provides good quality toys to stimulate their imaginative play. Young children

are reliant on the childminder, they rest on his lap, watching other children play. He encourages them to include everyone in their play and children gain confidence to explore and play independently. Children use every-day skills in their play. For example, they cook food in a microwave oven and serve dinners on plates. Children's physical skills are further supported as they are encouraged to use spoons to stir and tongs to serve 'hot' food. The childminder supports children's language superbly by extending their understanding of different foods in their play. They carefully thread large pieces of play wooden fruit and vegetables on a thick thread. The childminder talks about the different colours and shapes and supports children's early counting skills. The childminder asks appropriate questions, he speaks clearly to enhance children's understanding and gives them time to think before they answer. This means children's language and communication skills are developing extremely well because they receive consistent support and encouragement to express themselves and make their needs known.

The childminder plans a stimulating range of activities, outings and events through the year that interest and challenge the children. They are taken to watch the planes at the local aerodrome. He has attended training on the use of the Buggy Buddy pack, provided by the local authority to support and promote children's learning and play in the outside environment. These imaginative learning opportunities extend children's personal, social and physical skills to an exceptionally high level. Children are gaining the skills they need to be confident and active learners ready for the next stage in their future learning at other early years settings and school.

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

Children develop extremely strong and close bonds with the childminder and the other minded children. The childminder uses innovative techniques with the small-world people and books with sensitive storylines to help children to understand their own emotions. He uses a display of photographs of the different children cared for to prompt discussion about the weekly routines and what days other the children attend. Children are very happy and settled in the childminder's care because they are involved in daily routines, such as helping to get their bed ready for an afternoon sleep. The childminder shares a daily diary with parents to keep up to date with their children's personal care routines.

The childminder makes excellent use of the daily routines to support children's understanding of a healthy lifestyle. The childminder supports their understanding of healthy eating by providing nutritious meals and snacks. These are based on a three week menu which is on display so parents are fully informed about their children's diet. Children demonstrate excellent table manners and they skilfully use cutlery at lunch time. Children learn about the value of exercise as they play in the garden and are taken to activity groups to use a range of apparatus to extend their physical skills. When the weather is poor, planning is adapted to provide physical play opportunities in the home. For example, children love to jump about to stretch and reach for balloons. The childminder teaches children about road safety and helps them develop their awareness of their surroundings when out in the community. This helps them to understand risks and how to keep themselves safe.

The childminder works closely with his co-childminder to ensure a consistent approach to managing children's behaviour. He speaks clearly to help children to understand the simple rules that are in place to share and to take turns. Children are reminded to be aware of the other children playing nearby. They are beginning to take responsibility for their own safety and to help to tidy away the toys so they do not hurt themselves. The childminder reinforces excellent behaviour with lots of praise and encouragement. Consequently, children are confident, have outstanding social skills and are emotionally prepared for the next steps in their learning.

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

The childminder has an outstanding understanding of his role and responsibilities to meet the requirements of the Early Years Foundation Stage. He works extremely well with his co-childminder so that children's well-being and safety are extremely well managed and monitored to the highest level. The childminder has consistently attended safeguarding training throughout his registration. This ensures he is aware of the possible signs that children are at risk and equips him to take appropriate action when needed. The Local Safeguarding Children Board code of practice is used as the basis for the safeguarding policy. A very effective process for maintaining a clean environment and assessing risks around the home and when on outings helps to further ensure the safety and well-being of all children.

The childminder has a very strong commitment to training. Throughout his registration, he has continued to use the local children's centre and local authority development team to access a wide range of courses. This enhances his understanding of how to support children's care and learning to an exceptional level. The childminder has addressed the recommendations from the previous inspection. This has enabled him to improve his practice and ensure successful outcomes for all children. The childminder evaluates his practice and the success of the educational programmes that he provides on a regular basis, to make sure that his use of observations and assessments remain highly effective in monitoring the progress of all children. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, he is aware of the importance of working with parents and other professionals, and has done so in the past, to make sure the needs of such children are met appropriately.

The childminder has superb relationships and long-standing care arrangements with parents. He shares information on a regular basis about children's progress and the next steps in their learning. However, at times the excellent links with home are not used to the fullest potential to support parents even further in supporting children's learning at home. There is a very effective evaluation process in place; the childminder uses this to identify aspects of his practice needing improvement. He regularly seeks the views of parents, both through discussions and a questionnaire. The information is used, with excellent effect, to review and plan overall improvements for the environment, resources and to identify future training opportunities. The childminder is very involved in the local childminder network and works closely with other childminders and local development team to share aspects of outstanding practice.

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	EY399680
Local authority	Hertfordshire
Inspection number	860091
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23/04/2010
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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