

Inspection date	4 February 2015
Previous inspection date	23 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy the childminder's relaxed style of teaching and gentle pace of learning that gives them time to get absorbed in their chosen activity.
- The childminder supports children to make friends. She takes them to different groups where they can meet and mix with other children. This means they learn important social skills. They get along well together and show kindness and consideration to other children.
- Children and the childminder have warm, friendly relationships and this helps them to feel comfortable in her care. The childminder is successful in her efforts to promote children's emotional well-being.
- The childminder has good relationships with parents. She keeps them up to date with children's daily experiences and this supports children's further learning at home.
- The childminder meets the requirements for safeguarding and welfare. She has a secure knowledge of safeguarding practice and knows when and how to make a referral.

It is not yet outstanding because:

- Children do not get the maximum benefit from story time because of the background noise from the television.
- Children's opportunities to learn about how to behave at snack time are sometimes limited because the childminder is not always clear with all children about what is expected of them.
- The childminder's continuous professional development does not focus sufficiently on children's learning to have a significant, positive impact on the quality of teaching.

What the setting needs to do to improve further

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

- enhance children's communication and language skills and their enjoyment of storytelling by ensuring there are no distractions, such as the television to divert their attention or mask what is being said
- extend children's opportunities to understand what is expected of them when eating and drinking, for example, by sitting children together at the table and explaining why this is important for their health and safety
- enhance the good teaching by making the most of opportunities to develop knowledge and skills through training.

Inspection activities

- The inspector observed activities in the sitting room and kitchen. She reflected on children's learning with the childminder.
- The inspector, childminder and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the day-to-day organisation of the childminding service, children's progress and discussed self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder.
- The inspector checked the evidence of suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides well for children's learning through play. She makes good use of children's current interests to build on what they know and can do. Children enjoy investigating the different puzzles, they show their interest in shape, colours and numbers as they work with the childminder. Children are busy and engage with purpose in their play. This helps them to develop their concentration. Children have a real love of books and the childminder is skilled at involving the children in storytelling. Background noise sometimes distracts children and there is the potential to enhance their experience by considering the environment more carefully. The childminder observes children and accurately assesses their stage of development. She uses what this tells her well to plan for children's next steps in learning. The childminder has effective systems in place for sharing information with parents and keeping them informed about children's progress towards the early learning goals.

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

Children settle quickly into daily life with the childminder and their busy social lives help them to develop confidence in a variety of situations. Children are gaining important skills that help them to become independent and capable of managing small tasks sensibly and responsibly. Children are good at picking up toys when it is time to tidy up because the childminder makes it into a game. They eat a balanced diet and enjoy the healthy snacks that the childminder offers throughout the day. Children behave well, however, there are occasions when they do not get a clear message about what is expected of them. Children listen to and follow instructions. They all understand the need to put on their coats and shoes when it is time to go to school. The childminder makes effective use of trips to take and collect older children from school. She makes the most of the chance to introduce young children to the school environment, helping them to become familiar with the building and playground in readiness for when they attend.

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

The childminder has a clear understanding of the Early Years Foundation Stage; she ensures all of the requirements are met. The childminder is organised and has developed systems to support her in managing her setting successfully. The childminder prioritises children's safety and well-being. For example, she makes sure she and her assistant have an up-to-date paediatric first-aid qualification and are, therefore, equipped to deal with any accidents. The childminder has not focused her professional development on training related to teaching and learning and there is scope to enhance her good teaching. The childminder ensures parents have a good understanding about the service she offers by providing them with clear policy information and making herself available to talk each day. The childminder has begun to evaluate her practice and is successfully making improvements in the provision for children.

Setting details

Unique reference number	EY405218
Local authority	Hertfordshire
Inspection number	1003251
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	23 April 2012
Telephone number	

The childminder was registered in 2010 and lives in Royston. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She sometimes works with an assistant.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

