

Inspection date	13/12/2013
Previous inspection date	11/10/2010

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

The quality and standards of the early years provision

This provision requires improvement

- The childminder is kind and reassuring. Children are settled and happy with him and, as a result, they are curious and confident individuals.
- The childminders work well with each other to provide a safe environment and appropriate continuity of care.
- The childminder uses his interests of tropical fish to help children gain knowledge and interest in the world around them.

It is not yet good because

- The childminder is not fully aware of the requirement for a written summary of children's development to be prepared for the parents. The progress check at age two is to make sure that they progress to their full potential in the prime areas of learning.
- The childminder does not sufficiently observe and assess children's learning and plan activities to help children make as much progress as they can.
- The childminder has yet to set up a self-evaluation process to reflect on what works well and develop a plan of improvement by using a set of challenging criteria to help children make as much progress as they can. This also relates to taking account of parents' views so that their wishes inform the evaluation process.

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 on the ground floor of the premises and talked with the children.
- The inspector talked to the childminder and the co-childminder at various times throughout the inspection.
- The inspector looked at a sample of children's records and a range of other documentation, including evidence of suitability and qualifications of the childminder and co-childminder.
- The inspector and childminder undertook a joint observation.
- The inspector took account of the views of parents briefly given on the day and by telephone following the inspection.

Inspector

Sheila Harrison

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who is also a registered childminder and their two school-age children in a house in Welwyn Garden City. They use the whole of the ground floor and the rear garden for childminding. The family has a pet dog. The childminder attends a childminder group and he visits the local shops and park on a regular basis. He collects children from the local schools and pre-schools.

There is currently one child on roll in the early years age group. Children attend for a variety of sessions. The childminder cares for children all year round from 7am to 7pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected
- strengthen the use of the observations, assessment and planning to monitor and track children's progress in line with their age and stage of development.

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

- devise and implement a thorough self-evaluation process that uses challenging criteria and which includes the views of parents and children, to identify strengths and areas for development.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements of the Early Years Foundation Stage and is implementing it mainly alongside his co-childminder, to meet the children's needs, overall. The co-childminder takes the lead in completing the planning and learning records and the childminder makes some contributions to this process. However, the childminder's understanding of the planning for

children's next steps is not securely in place to maximise the learning opportunities. The co-childminder ensures there is a suitable range of toys and equipment available for children to choose from to promote their learning. As a result, children are making adequate progress in their learning. The childminder uses appropriate teaching strategies to promote children's language and vocabulary through sensitive conversations with them. Children are happy and confidently bring books to share with hm. They enjoy turning the pages and giggle as the childminder points out they can see their clothing through the hole in the book. This helps them to develop joy in reading. The childminder uses the books to encourage children's thinking by asking suitable questions, such as 'what do we wear in the winter?'. They begin to understand size as they compare the sizes of various toys. This helps children to be ready for the next stage of their learning and eventually for school.

Children are fascinated by the large tank of tropical fish. The childminder passes on his great technical knowledge of the fish and the care that the aquatic creatures require. Children are curious about the coral reefs and learn the names of the fish. Older children can explain the technical aspects of keeping this environment healthy. This helps children gain an interest in and deepen their understanding of the world around them. Children pass their information and interest to the parents and this gives parents ideas for interesting outings to help their children's learning at home.

The childminder gives parents some details of the children's day and the co-childminder takes the lead in the more detailed records of children's learning and development. However, this information has not yet been adapted to use for those children requiring the written progress check for children at age two. This limits the identification of any help children may require to support them to make better than satisfactory progress in their learning and development.

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

Children are developing positive relationships with both childminders. They demonstrate they are comfortable and emotionally secure in the childminder's home as they readily approach the childminder for reassurance and support. Children settle well and the childminder has timely discussions with the parents to ensure their care needs are suitably met. Children develop an understanding of appropriate behaviours, such as sharing and taking turns. The childminder provides different toys to distract children from disrupting each other. Children are making friends and move from playing alone to playing alongside others. They are beginning to feel confident in familiar surroundings when they attend the various toddler and music groups in the area. The childminder is available to give them reassurance so that they can continue to explore in unfamiliar environments. Children visit the school to pick up the older children and become confident around the school premises. This helps children to be suitably prepared for their move onto school when the time comes.

Children enjoy a suitable range of outings to explore their local community. They can exercise vigorously on regular visits to the park. They can experience the large slides and ball pools in the soft play area of a local farm and the childminder ensures they are safe

without inhibiting appropriate risk taking. Parents provide all the meals and snacks and the childminder provides extra basic foods if required. The childminder encourages parents to pack sufficient healthy foods to cover a full day. Children learn about healthy eating by discussing healthy and unhealthy foods during meal times.

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

The childminder has a suitable understanding of how to safeguard children. He has attended specific safeguarding training and has sufficient awareness of the reporting procedures to follow if there are concerns. The childminder is clear about minimising risks to children. For example, he ensures that the family pet dog is well trained and supervised around the children to protect them from his friendly approaches. He assesses the risks of the outdoor play area and while the old boiler is waiting to be disposed of the garden is out of bounds. The co-childminder takes the responsibility for maintaining a wide range of documentation to uphold the safe management of the setting and to keep parents well informed of their service.

The childminder can describe the steps he would take to build appropriate relationships with other professionals if required. The co-childminder takes the lead in monitoring the effectiveness of the educational programme and the childminder relies on the co-childminder to collate information on children's development in order to track the children's progress and to support their learning. However, as the childminder does not rigorously track and monitor children's learning he is unaware of the assessment requirements for the progress check for children age two and this is a breach of the legal requirements. This does not help to identify any gaps in children's progress so that it can be used in time to contribute towards the 'Healthy Child Programme' developmental check.

The childminder monitors the provision through regular discussions with his co-childminder about what is working well. He has made some progress with the recommendations made at the last inspection. The childminder has some information on the themes in the nursery class children attend and this helps to develop some consistency in children's care and learning. However, the childminder does not use challenging criteria to review the effectiveness of the setting to constantly improve the provision for all the children. In addition, the views of all parents are not regularly sought especially when it comes to the procedure for providing packed meals. This leads to some confusion about the service the childminder offers in partnership with parents.

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. 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	EY408901
Local authority	Hertfordshire
Inspection number	946896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	11/10/2010
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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