

Inspection date	13/11/2014
Previous inspection date	21/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 effective and children are making good progress given their starting points and capabilities. The childminder completes regular observations and incorporates children's next steps into her planning. Consequently, children enjoy a range of challenging activities and experiences across all areas of learning.
- Children develop effective bonds with the childminder, her assistant and their peers. They make firm relationships and demonstrate a genuine kindness towards each other. As a result, children are happy and settled.
- The childminder demonstrates a good understanding of safeguarding children and is aware of the procedure to follow in the event of a child protection concern. As a result, she is protecting children's welfare.
- Partnerships with parents, carers and others are good. The childminder encourages information sharing and works closely with other settings that children attend. Consequently, children benefit from this consistent approach to their learning.

It is not yet outstanding because

- The childminder is not maximising opportunities for children to make consistent and independent choices about their play from the wide range of resources available.
- Opportunities to expand on children's already good understanding of risks, to include personal safety, within the home, during day-to-day activities are not maximised.

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 conducted joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector observed activities in the childminder's home and talked with the childminder and children at appropriate times throughout the inspection. The inspector reviewed the childminder's self-evaluation form.
- The inspector looked at children's assessment records, planning documentation and evidence of the suitability of household members and the assistant. She also looked at a range of other documentation, including the safeguarding and complaint procedures.
- The inspector took account of the views of parents, through discussion and as seen recorded in written questionnaires.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, in Harpenden. The childminder works regularly with an assistant. The whole of the ground floor of the childminder's home is used for childminding. The family has two cats. The childminder takes children to and collects them from the local school and pre-school. There are currently 12 children on roll, nine of whom are in the early years age range. All children attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. 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:

- extend opportunities for children to make further choices about their play, for example, by enabling them to access the full selection of resources available
- enhance opportunities to further develop children's understanding of personal safety, for example, by using daily experiences inside the home to explain risks and hazards.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She uses observations and discussions with parents to find out about children's starting points. With approved guidance and the observations she makes she is able to see where children are in their learning and therefore, plan for their next steps. As a result, observations support the childminder in assessing the good progress children are making in their learning and development. The childminder effectively challenges children, for example, during their play the childminder uses open-ended questioning to encourage their thinking. She asks them to find certain shapes, encourages them to fit the right shape into the right hole and extends this further by using other objects to support their learning. Children have good opportunities to develop their communication skills because the childminder promotes their language development well. For example, young children recognise the sounds of a range of animals and happily demonstrate this vocally to the childminder. She praises them by clapping and cheering, and she states the names of animals to extend their understanding further. As a result, children are reaching expected levels of development in communication as they begin to copy and repeat the childminder's words.

The childminder encourages children of all ages to be independent. She enables them to practise putting on and taking off their coats and shoes, and this supports children in preparation for school. The childminder promotes good opportunities for children to be active. For example, as the children show interest in wanting to find the childminder's cats she suggests that they go in search of them, outside. Children are eager to explore the garden area and as they look for the cats, they enjoy some fun with bubbles. Children try to catch the bubbles. They talk about the colours they see and use descriptive words, such as, 'small' and 'big', as the childminder joins in and extends their play and language. Additionally, children attend a range of outside events, including group time at the local children's centre and library where they access a range of physical activities. Consequently, children make good progress in developing their physical skills.

The childminder supports and effectively encourages children's personal, social and emotional development through regular praise. For example, as children practise writing their name with a range of tools, the childminder admires what they do. She uses phrases, such as 'that is brilliant'; to encourage children and promote their self-confidence and self-esteem well. The childminder tells children how well they are doing and ensures that learning experiences match their developmental needs and therefore, provide sufficient challenge. The childminder has a strong relationship with parents and they communicate well together. During settling-in visits, the childminder requests that parents share everything they can about their child to ensure that she is able to meet their individual needs. The childminder is good at promoting communication between herself, her assistant and the parents. For example, the diaries and journals that she provides include comments and ongoing discussions from all adults. As a result, parents are continually aware of what their children are doing and this consistent approach supports the good progress their children are making. All children attending the childminder's home have good opportunities to express themselves through a range of resources and activities. The childminder puts out resources for children to access on a daily basis, which link to their likes and interests. However, children are not making independent choices from the wider selection of resources, because they are not always aware of the extended range available.

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

The childminder is developing close bonds and attachments with children she cares for and this supports their emotional well-being. Children are happy and settled in the childminder's warm and welcoming environment and they interact well together. Children develop a good understanding of ways in which to behave because the childminder is consistent in her approach. She praises children as they work well together on a chosen activity and they show a good understanding of sharing and turn taking. For example, as one child shares happily with another they demonstrate their thanks as one says, 'that is really kind of you'. Consequently, children are learning about managing their feelings and emotions. Children's independence is strongly encouraged as the childminder supports them in trying things for themselves before they ask for help. For example, as children prepare for snack time, the childminder encourages them to wash their hands

independently. The childminder is there to support them but children demonstrate good independence skills, as they want to do it for themselves.

In the childminder's role as key person, she ensures that children's learning and development is personalised to their individual needs. This is supported by the observations and assessments she and her assistant complete. She works closely with parents and regularly shares information about how well the children are doing. As a result, the childminder promotes children's individual care needs to ensure that they are happy and well cared for. The childminder generally supports children's awareness of their personal safety because she encourages them to learn about road safety while walking in the community. However, there are missed opportunities to promote this in the home. For example, children climb on the sofa or on their chair at snack time. The childminder asks children to get down safely, but she does not incorporate discussion about why climbing on furniture could be a hazard or risk to their safety. As a result, the childminder is not consistently promoting children's understanding of their personal safety to the maximum.

Opportunities for children to lead healthy lifestyles are good. The childminder provides a range of hot and cold snacks and meals, which give children the balance and nutrition required to be healthy. The childminder takes into account their individual needs and during mealtimes, she encourages conversation with them about healthy foods. Children are aware of the importance of eating fresh fruit and vegetables and they enjoy recording how much they eat on the childminder's Five a day chart. Consequently, they demonstrate a good understanding of healthy lifestyles. Children have good opportunities to enjoy fresh air and exercise as they regularly attend outings in the local community. Additionally, the childminder provides a range of enjoyable outside resources, such as a large playhouse, where children play imaginatively.

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

Arrangements for safeguarding are good. The childminder has a strong understanding of the procedures to follow in the event of a child protection concern. She is aware of the signs and symptoms of abuse and she has attended additional training to support her knowledge. The childminder keeps a clear record of children's attendance, along with a visitor record and details of when her assistant is working. The childminder has a range of policies and procedures, which she reviews and updates regularly. She ensures that her assistant and parents are aware of any changes made, to support their understanding of her policies and procedures further. The childminder completes all required Disclosure and Barring Service checks on family members and on her assistant. As a result, the childminder is meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and children are safe.

The childminder works regularly with an assistant. Together they organise activities, complete observations and discuss future planning for all children. The childminder and assistant also attend training together and they discuss and reflect on the impact this has on children. For example, both have recently completed first aid training and this has a

positive impact on children, because both can deal with a medical emergency quickly and confidently. Additionally, since the childminder's last inspection she has made changes to the first aid box that she keeps. She ensures that this holds relevant items and is quickly available as required. The childminder regularly monitors her assistant and they discuss observations and assessments together to ensure that they are relevant for the children attending. The childminder regularly looks at children's learning journeys and shares these with parents to discuss their ongoing development. This consistent monitoring ensures that children are making progress and if gaps do appear, the childminder and her assistant are able to narrow these quickly. As a result, children consistently reach expected levels of development. She listens to children's views on a regular basis and asks parents to complete regular questionnaires. As a result, the childminder uses all feedback to review her setting and through this effective evaluation, she is able to support and promote continuous improvement.

Partnerships with parents and carers are good and parents speak highly of the childminder during the inspection. They comment on how happy their children are in her care and how well their children are developing. The childminder works closely with parents to promote an effective approach towards children's learning and development. For example, they regularly share information about children's days in daily diaries and during verbal discussions. The childminder has built effective partnerships with other settings attended by children in her care. For example, she regularly attends meetings with pre-school staff and works closely to extend learning in her setting to complement children's learning. Consequently, children benefit from this consistent approach to their learning.

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. 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	EY411373
Local authority	Hertfordshire
Inspection number	874265
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	21/11/2011
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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