

Inspection date	23/05/2013
Previous inspection date	14/12/2010

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

- The childminder is highly skilled and sensitive in helping children to form secure emotional attachments and to behave well.
- The childminder supports all children to make good progress through providing a wide range of activities which follow their interests.
- The childminder gives high priority to promoting children's communication and language development. The childminder speaks slowly and clearly, sensitively repeating words. This helps children to develop listening skills and clear speech.
- The childminder develops strong relationships with parents to ensure they are fully informed of their children's day and their development. There is an effective two-way flow of information to aid children's care and learning.

It is not yet outstanding because

- The childminder does not consistently offer experiences for children to learn about similarities and differences in a diverse society to gain a greater understanding of the world about them.
- There are small gaps in the provision of writing materials and useful print within the imaginative play resources to fully support children to learn the value of writing for a purpose and to help them further develop the skills they need for early reading.

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 at various times throughout the inspection.
- The inspector looked at a sample of children's records and a range of other documentation.
- The inspector took account of the views of parents and children contained within the parental and children's questionnaires.

Inspector

Sheila Harrison

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Abbots Langley, Hertfordshire. The ground floor is mainly used for childminding purposes, with the toilet facilities situated on the first floor. There is a fully enclosed rear garden available for outdoor play.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, one child is in the early years age group and attends 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 further improve the quality of the early years provision the provider should:

- enhance children's understanding of different backgrounds by helping them to make connections between their experiences at the childminder's and those within the wider community
- enhance teaching and learning experiences indoors and outside with regard to early reading and mark-making, and for children to see and use print in their imaginative play.

Inspection judgements

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

The childminder demonstrates a good understanding of how to support young children's learning. She has a clear awareness of the different areas of learning and her interaction and quality of teaching motivates children and excites them to learn. The childminder understands where children are developing very well and identifies where she can support their learning further. The childminder records her observations about the children and routinely shares overviews of their progress with parents. The childminder demonstrates a clear understanding of completing the progress check for two -year olds when this becomes relevant.

The childminder ensures that children are quickly involved in their play as she knows and provides for their interests. A favourite book is easily available and the childminder and children sit closely together to look and talk about the pictures. Children learn to listen and take turns in a conversation. She teaches children to look after the book and to turn the pages carefully. Children are keen to learn as they concentrate on working a small technological toy, turning it on, pressing the buttons and following the instructions. Children have great fun racing the small cars and the childminder extends their understanding as they compare which car is the fastest. The childminder skilfully and gently improves children's speech and language. There is warm touch and the childminder smiles as she repeats the correct pronunciation of the words and sentences voiced by the children. These valuable learning opportunities help children prepare for their next step in learning and eventually for school.

Children enjoy playing imaginatively with the doll's house and pretend kitchen. They playfully work through their experiences and events in their lives with imaginary tea parties. The childminder supports children to look for the lid that will fit the teapot, helping them to begin to understand size and shape. The childminder knows that the children enjoy drawing and craft activities and suggests drawing to continue this interest. However, there are few chances for children to see and use writing for a purpose in the role play area or outside in the garden.

Children are learning about the immediate world around them. During walks they look at the different things they can see and hear. They celebrate birthdays and traditional festivals. The childminder has a range of resources that depict other cultures and people with disabilities. However, there is scope to improve the experiences for young children to discuss similarities and differences within a diverse society and help them to connect them to, and distinguish them from others.

The childminder works closely and very effectively with parents. The childminder regularly shares the children's achievements with the parents and they regularly comment on their children's development at home. The childminder has recently sent home the sunflower plants that the children planted as seeds. Children report back to the childminder on the progress of the plants and this helps support children's learning at home.

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

The childminder creates strong, trusting relationships with all of the children so that they feel safe, welcome and confident in her care. She recognises the uniqueness of each child and adopts a consistent approach to caring for them in line with parents' wishes. Children settle easily with the childminder as she has detailed information on children's care routines at home. Parents are reassured as the childminder frequently sends them text messages with delightful photographs of the children playing.

Indoors there is a stimulating, suitably resourced and welcoming environment to support children's development. Children choose from a wide range of attractively presented toys. Children enjoy the physical play materials in the garden including the very popular

trampoline. Young children are encouraged to get out of the buggy and walk back from the school after dropping of the older children. This ensures they are building their strength, physical skills and have daily access to fresh air.

Children have balanced and healthy meals and snacks. They are given various choices, so that children a sense of control over their day. The childminder encourages children to manage their behaviour well. She is well aware of the trigger points that may develop into tantrums and ensures that children are re-directed into positive activities rather than becoming frustrated. Children develop their independence as they are encouraged to wipe their own hands and are supported when they express a strong wish to use a cup without a lid. The childminder effectively builds children's confidence to take manageable risks. She encourages young children to learn to climb onto the settee safely from the front cushions and not over the arms. She gently reminds children of the consequences of their actions, helping them to learn why rules exist. Older children learn about road safety and to stop at the next lamp post to wait for the childminder to catch up. They are sensitively taught to be careful around strangers.

The childminder effectively supports children as they move to the next setting. They frequently visit the school to pick up the older children. They see the older children in their school uniform and hear about school routines. Young children enjoy joining in the older children's games of playing 'schools'.

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

The childminder is very well organised and she maintains all of the necessary paperwork, such as accident records and a record of children's attendance. These are shared with parents so they are aware of her responsibilities. She has a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in her care. The childminder carries out thorough risk assessments of the environment used by the children and takes steps to keep them safe. For example, the childminder uses safety stair gates on the entrance to the kitchen and to prevent children accessing the stairs. The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's interests, next steps and preferences for learning. This ensures that they make good progress towards the early learning goals.

The childminder is enthusiastic about improving the service she offers to children and parents. She has successfully addressed the recommendations from the last inspection. She effectively reflects on her practice and identifies areas that she would like to further develop to improve the outcomes for children. Both parents' and children's views are valued and respected as part of her self-evaluation process. Parents report they are very happy with the care the childminder provides. The childminder has many pictures drawn by the children detailing the fun they have with her.

The childminder can demonstrate how she will build a strong relationship with the other settings that children will attend in the future. She is aware of the school themes for the

term so she can complement the care and learning of children attending more than one setting.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY411976
Local authority	Hertfordshire
Inspection number	879733
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	14/12/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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