

Inspection date

Previous inspection date

25/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 develops strong relationships that make children feel confident, secure and ready to learn.
- Children are provided with a broad range of interesting first hand experiences that effectively support their learning and development.
- The childminder uses praise and encouragement well to support children in trying new things.
- The childminder promotes children's safety and well-being by ensuring a safe environment and by providing opportunities for them to explore their capabilities with appropriate support and supervision.

It is not yet outstanding because

- the systems for tracking children's development do not link sufficiently to the development bands for children.
- the process for reflection and self-evaluation does not assess the quality of the service and target setting is sporadic.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- Time of arrival 9:30
- Tour of the premises viewed areas used for childminding 9:30 - 9:35
- Observations of children at play and discussions with childminder 9:40 - 11:15
- View documentation 11:45 - 12:00
- Joint observations 12:15 - 12:20
- Feedback 13:00
- Time of departure 13:30

Inspector

Alison Reeves

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and three children aged 10, eight and five years in Welwyn Garden City, Hertfordshire. All of the premises is available for childminding. There is a fully enclosed garden. The family have a dog and a cat. The childminder is registered by Ofsted on the Early Years register and both the

compulsory and voluntary parts of the Childcare register. She is currently childminding three children in the early years age range on a part-time basis.

What the setting needs to do to improve further

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

- improve tracking of children's progress by using the 'Development Matters in the Early Years Foundation Stage' guidance
- develop the process for reflection and self-evaluation to include an assessment of the quality of practice and use this to set further targets for improvement.

Inspection judgements

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

Children are well supported because the childminder provides a well resourced, welcoming and safe environment. The childminder has secure knowledge of early years practice and uses this effectively to meet the individual needs of children in her care. She builds strong relationships which make children feel confident and safe. By continuing the routines established by parents the childminder ensures children receive continuity of care enabling them to feel happy and secure. As a result, children are eager to participate and enjoy the broad range of activities that help them to make good progress towards the early learning goals.

Activities are planned based on children's individual needs, interests and stage of development. This means children are inquisitive active learners who enjoy learning through play. For example, children use new vocabulary with confidence in their play when describing the size of the tower they have built. Babies benefit from sharing the textured books, investigating the different materials and they love to show what they can do with the push button toys, making sounds and the lights flash. Children use malleable materials with the play kitchen pretending to make pancakes and cakes.

Each child is making good progress and the childminder has detailed information from parents and her observations on children's starting points. This means she is able to plan for their next steps and support them in acquiring further skills. Children across the age range are included and the childminder plans effectively to ensure each child is able to participate at an appropriate level. Babies have plenty of opportunities for free movement allowing them to develop body awareness and control. Older children enjoy discussions about families and their day to day experiences. Observation and assessment of children's progress are included well and the childminder sets next steps that help children to progress further. However, tracking of children across the developmental bands is not embedded leading to a minor weakness in this aspect of monitoring.

The childminder is skilled in using open questions to promote children's critical thinking. The range of first hand experiences provided such as, the visits to the open farm help children learn about the world by observing and interacting with the animals. This enriches their experiences and provides children with lots of ideas to express and explore. For example, one child is able to speculate on the whereabouts of the cat. The child talks extensively about what the cat might be doing and why, demonstrating a good knowledge and interests in animals. On their return from a school run the children see the cat chasing a small deer and this produces great excitement and wonder about where the deer has come from, where has it disappeared to and why the cat was chasing it. The childminder gives the children plenty of time to explore these questions and offers some possibilities.

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

The childminder is a good role model for children, demonstrating how to behave and interact with others. This means they are well behaved with good social skills. She instils confidence through praise and encouragement and this means children are keen to try new things and thrive on developing their independence. For example, one child helps herself to a drink when thirsty and passes the other cup to the childminder for the baby. This spontaneous action demonstrates the child's awareness of their own needs and an awareness and concern for the needs of others.

Children move safely in the home and are sensible when out walking with the childminder, they can explain danger and the steps they take to keep themselves safe. Children demonstrate their sense of safety and trusting relationships as they settle quickly for sleep. This has developed rapidly for two children who have recently started their placement. Interaction between the childminder and all children is warm and affectionate. This enables children to share their news about family and school events. Health and well-being are promoted effectively through regular routines, children are good at washing their hands at appropriate times to prevent cross contamination and the spread of infections. A balanced and healthy diet ensures children learn how to keep themselves healthy. They enjoy talking about the foods they eat and easily identify the fruit at snack time and compare it to what they can see on the wall display. A healthy lifestyle is further developed with lots of active play outdoors and at specialist indoor centres. Children's growing independence, ability to behave well and to communicate with children and adults means they are being prepared effectively for school.

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

The childminder has a secure knowledge of the learning and development requirements and the safeguarding and welfare requirements. By reviewing and implementing policies she ensures children are well protected at all times. She has procedures in place to report concerns of any child protection issues and is confident in her ability to recognise causes for concern and to take appropriate action.

The childminder ensures children's safety by risk assessing her home and garden and she

carries out additional assessments on places they visit. The broad range of activities and resources provided in the home and at groups enhances children's opportunities to develop and make progress across the seven areas of learning. The childminder's knowledge of the areas of learning, developed through recent training, mean she is able to focus on the prime areas with the youngest children ensuring they have a sound base for further progress. The childminder makes time for observation and assessment integrating this in her practice well. As a result, she can quickly see individual children making progress and identify next steps.

The childminder has continued to keep up-to-date with training by attending sessions through her local network on the revised framework. The group provide support and share practice issues which the childminder says has been really valuable in developing her practice. Partnerships with parents are well established. They frequently share information about the children through the daily diaries, the learning journey books and discussions. This means parents are well informed about their child's day and ongoing progress. Parents have commented that the childminder has made a potentially traumatic experience of settling two children into a new setting very easy. The childminder has established relationships with other settings that children attend by talking to key persons and sharing developmental progress and targets. Consequently, children's progress is tracked by both settings in partnership.

The childminder has reflected on her own practice and sought the views of parents which has led her to develop a number of aspects. She has increased the range of resources and all children have plenty of appropriate toys and equipment. Following a comment from a parent, the childminder includes photographs with some text messages so parents can see what their child is enjoying during the day. This is particularly useful for very young children who cannot communicate their enjoyment of activities after the event and when children are new and settling in. The final issue for the childminder was to develop an effective system for noting brief observations during the day. To avoid the loss of scraps of paper she has developed a system using her mobile phone which is proving effective. Despite a clear demonstration of how the childminder meets the requirements and individual children's needs she has yet to grade herself and set further challenges.

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	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. 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	EY418782
Local authority	Hertfordshire
Inspection number	802086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	5

Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

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.ofsted.gov.uk

© Crown copyright 2012

