

Inspection date	28/01/2013
Previous inspection date	03/11/2011

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 has a thorough understanding of the Early Years Foundation Stage and a good knowledge of child development. She is skilled at promoting children's learning and development through play and structured activities.
- The childminder prioritises the children's personal, social and emotional development and provides regular opportunities for attending toddler groups, walks and visits to the local park; consequently, the children are confident to try new activities and to mix and play with other children.
- Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs.
- The childminder prioritises the health and safety of the children in her care. She continually assesses and minimises risks to children so that the children feel safe and secure in the setting.

It is not yet outstanding because

- There is room to extend opportunities for children to investigate the natural world, with particular regard to observing, handling and talking about natural objects.

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

- The inspector observed activities in the open-plan playroom.
- The inspector talked with the childminder and her co-childminder.
- The inspector looked at professional development records, a range of policies and other documentation.
- The inspector met with one parent and took account of the views of other parents from information provided by the childminder.

Inspector

Linda Bird

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Stevenage, Hertfordshire. The childminder's husband is a registered childminder and the two work together as co-childminders. Both childminder's share responsibility for the development of the setting. The whole of the ground floor of the home and one bedroom and a bathroom upstairs are used for childminding. There is a

fully enclosed garden for outside play.

The childminder attends a toddler group and activities at the local children's centre. She takes the children to the local park.

There are currently 16 children on roll; eight children are in the early years age group and attend for a variety of sessions. The childminder is able to provide care on weekdays during term time and during the school holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- provide further opportunities for children to investigate the natural world through the use of a wider range of natural objects.

Inspection judgements

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

The childminder is experienced at working with young children and has a thorough understanding of the requirements of the Early Years Foundation Stage and a good knowledge of child development. She is, therefore, skilled at promoting children's learning through play and structured activities.

The childminder has taken the time to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. Children's independence is successfully promoted as they are able to make choices about what they play with. The childminder provides a stimulating range of activities tailored to the interests and needs of each child. She is careful to achieve a good balance between activities that she initiates and those chosen by the children.

The childminder reads stories to the children, this occurs each day before they take their nap. The childminder asks the children if they would like to listen to a story and she encourages them to go and look at the books to select some for her to read. The children are able to independently access the books within the play area. The childminder is skilled at building on the children's interests, the children are knowledgeable about dinosaurs and she suggests that they find a book with dinosaurs for her to read. The children settle for their story, they are attentive and like being read to. The childminder is creating an

interest and love of books and so supporting the children to develop early reading skills. The children enjoy story time and they know that information can be relayed in the form of print. The children have well-developed language and communication skills for their age. The childminder successfully ensures that the children are developing early reading skills; consequently, they are being helped to acquire the necessary skills and a positive disposition towards learning. The childminder is committed to ensuring that children are ready to benefit when starting school.

The childminder recognises the importance of children's personal, social and emotional development and exploits opportunities that arise to develop their self-confidence. Children enjoy playing with cars and a garage on a large carpeted road map, they choose to do this independently. They concentrate on placing the cars on the ramp of the garage to watch them travel down to the bottom. The childminder intervenes appropriately to help the children to use the garage lift and to talk about what they are doing. She offers praise and encouragement. This supports the development of self-confidence and encourages children to persevere when faced with a challenge.

The childminder and her co-childminder make regular observations and assessments of the children's progress. This information is used to plan children's next steps and meet their individual learning and development needs. All areas of learning are well planned for, although, there is room to extend opportunities for children to observe, handle and talk about natural objects, in order to enhance their curiosity and understanding of the world around them.

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

The childminder knows each child very well. She is sensitive to their emotional needs and supports the children to develop secure attachments to her. Children actively approach the childminder to join with them in their play and discussions. The children feel safe in her care and behave extremely well. Children are encouraged to be independent. They can choose what they want to do and the toys and resources are easily accessible to them. The childminder encourages and praises the children and in this way, she is helping to develop their self-esteem and confidence.

Children are encouraged to develop healthy lifestyles through outdoor activities in the garden and the park. Children also learn the importance of basic personal hygiene and ensure their hands are clean before eating. Children are helped to gain a suitable awareness of the importance of healthy lifestyle choices. For example, they understand why it is important to use their own towels when washing their hands. The childminder promotes a healthy diet for the children by providing a selection of fruit, brown toast and milk or water at snack time. The children enjoy sitting together for their snack and treat this time as a social occasion.

The childminder's regular outings to the local toddler groups and the children's centre help children to develop confidence and independence. This prepares them for times of transition as they move onto pre-school and school.

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

The childminder and her co-childminder form an effective team and work well together. All policies and procedures are jointly implemented. They provide a stimulating range of activities for the children in their care. Children are encouraged to make choices and to be independent learners. Areas used by children are well-organised and the layout of the downstairs of the home allows them to move around the premises freely and safely.

The childminder and her co-childminder have established effective partnerships with parents and this strong link makes an effective contribution to ensuring children's needs are met. Parents are able to share information about their children with the childminder, and they receive reports on their children's progress linked to the areas of learning. Parents recommend the setting to others and feel happy with the progress their children are making. The childminder and her co-childminder have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. There are strong links with the staff at the local children's centre and children attend various toddler groups. These links benefit children's learning by providing opportunities for the children to play with a wider group of children and experience different types of learning environments.

The childminder has a very good understanding of how to protect children in her care and is vigilant about their supervision. There are full written risk assessments in place covering the house, garden and outings. In the event of a child protection issue, she has the necessary information and telephone numbers to contact appropriate services. A plan for fire evacuation is in place and regular fire drills are carried out.

The childminder is committed to providing a caring and stimulating environment for the children. Since the previous inspection, she has addressed the actions and recommendations raised and improved self-evaluation to help her provide good quality provision for the children. The childminder keeps her practice under review and is clear about how to identify the strengths and areas for improvement that will enhance children's experiences. For example, recent improvements include making alterations to her home so that children now benefit from being able to access outside areas more easily. This encourages children to further develop their play ideas and enjoy a greater range of experiences as they move freely between the indoor play area and the garden.

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

EY424516

Local authority	Hertfordshire
Inspection number	875789
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	03/11/2011
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 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.

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