

Inspection date	29/10/2013
Previous inspection date	08/12/2011

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

- The childminder has a confident knowledge of the Statutory framework for the Early Years Foundation Stage. She works well in partnership with her assistant and they plan activities and play opportunities that promote each child's learning and development.
- Children are happy and secure because the childminder and her assistant take care in making sure that they understand each child's needs and interests. This supports children in developing a positive outlook on their play and learning and they are well prepared for school.
- The childminder and her assistant interact well with each child. Consequently, children are supported in developing their language and learn to express their views and needs appropriately.
- Children's enjoyment is enhanced as the childminder ensures that her home is welcoming and resources are accessible and stimulating. This is supported by her positive approach to evaluating all areas of her daily practice.

It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents in order to enhance activity planning.
- Children's wider understanding of the relevance of healthy lifestyle practices is not promoted to the full.

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 in the childminder's house and garden.
- The inspector talked with the childminder, her assistant and the children present and observed activities with the childminder.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in their written feedback to the childminder.

Inspector

Kelly Eyre

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 aged eight, 12 and 13 years in a house in Hitchin, Hertfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The childminder is registered to work with an assistant.

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

There are currently 12 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She 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:

- enhance the assessment procedures and activity planning by making full use of updates from parents about their child's learning and development at home
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to physical exercise and hygiene practices.

Inspection judgements

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

The childminder and her assistant have a confident understanding of the Statutory framework for the Early Years Foundation Stage. They work well together to support children so that they make good progress in their learning and development. Children are sensitively supported in developing the skills to learn effectively and to achieve well. The childminder acts as a good role model and gently encourages children to persevere and to learn as they play. For example, when children become frustrated when they are unable to balance a model they have made, the childminder says 'let's have a think what we can do about it, shall we try together?' The children then become engrossed as they work out

that by putting the model onto a flat surface and adding further pieces to the base, it becomes stable.

The childminder works with parents to put together a wide range of information about children in order to assess their starting points and to inform the initial planning. Good communication with parents means that they have opportunities to share daily news about their children and regularly view their child's assessment records. The childminder also offers ideas about how parents can extend their child's learning at home. For example, she uses the daily diary sheets to let parents know what books and songs children have been enjoying so that parents can share these with their children. However, the assessment procedures do not always take full account of all updates from parents about how children have been learning and developing at home. Consequently, the childminder is not able to include this full range of information in her planning and so promote children's development to the maximum.

The childminder and her assistant observe children as they play, taking careful notes and referencing these to the areas of learning. They then assess this information and use it to inform the children's next developmental steps and the daily planning. This means that children are offered resources and activities that capture their interest and promote their development in all areas. Children are encouraged to explore and initiate their own play and also participate in adult-led activities. This supports them in playing an active part in their own learning and in developing their ability to work with others in a structured environment. As a result, they are well prepared for school and future learning.

Children are offered a wide range of opportunities and activities that promote their physical development. For example, they use large play equipment at the park and develop smaller muscle skills as they learn to hold pencils and manipulate construction pieces. Children gain a good understanding of other cultures and ways of life. For example, they talk about their different holiday destinations and look at these on a world map, going on to find out about the climate, language and customs of the different countries. The childminder and her assistant interact well with the children, encouraging them to develop their language and communication skills. For example, during lunchtime, children enjoy talking about recent events, such as a walk to the park to collect conkers. They are gently encouraged to listen to each other and wait for their turn to talk.

Good use is made of children's interests in order to help promote their development. For example, children notice the chess and draughts board and show an interest in this. The assistant, therefore, helps them to learn to play. They eagerly set out the pieces on the board, talking about putting them on different squares. They go on to discuss the different moves and the assistant introduces new vocabulary as they talk about moving 'diagonally' and then compare moving backwards and forwards. Good use is also made of incidental learning opportunities in order to extend children's thinking. For example, children talk about how old they are and the childminder and assistant help them to count out the numbers on their fingers and to work out the next number. They then remember the numbers they looked at in books and eagerly go to fetch these.

The childminder adapts activities to ensure that children of all ages access these. For example, older children use an age-appropriate computer and the younger ones enjoy

copying them as they learn to press buttons and turn switches on a larger, interactive activity centre. Children's play and learning is further promoted as the childminder and her assistant are vigilant and note how each child prefers to learn. They are aware that some children prefer to be outside and so make sure that they are offered extended opportunities in the outdoor environment. For example, children enjoy looking for frogs in the garden, sit under the tree to count the conkers they have collected and then sit together on a mat and chat happily as they make model dinosaurs with a construction set.

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

The childminder is the key person for each child. She has good procedures to gather information from parents so that she is fully aware of children's needs, preferences and abilities. She reviews this information with her assistant so that he is fully informed and they are able to work together to offer children relevant support and play opportunities. Children's self-esteem is promoted and they are encouraged to state their views and ideas. For example, they help plan the daily activities. They are, therefore, well supported in developing the skills required for learning and are prepared for the move to pre-school or school.

The childminder works with parents to make sure that she fully understands children's needs and usual routines. These are incorporated into the daily timetable and young children feed and sleep according to their home routine. The childminder also ensures that she communicates well with her assistant so that children's care is consistent. As a result, children quickly settle and develop secure relationships with each of the adults. Children demonstrate that they enjoy the company of the childminder and her assistant as they naturally chatter to them and eagerly call to them to be part of their play. Children are supported well in learning to manage their behaviour. They are offered clear explanations about this and are encouraged to share and to be considerate towards others. This area is further reinforced as the childminder has appropriate house rules that help children to understand expectations and boundaries.

Thoughtful daily procedures mean that children have good opportunities to develop their self-care skills. For example, plenty of time is always allowed so that children are able to put on their own coats and shoes before going out. Children gain a suitable awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as they help prepare snacks and meals, talking about the different ingredients and the effect these have on their bodies. However, their wider understanding of health issues, particularly the effects of exercise and the relevance of good hygiene practices, is not always promoted to the maximum. Good daily practice and ongoing explanations help children develop a thorough understanding of how to keep themselves safe. For example, older children competently explain why it is important not to play with toys with small pieces when near the babies.

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

The childminder is conscientious and demonstrates a genuine commitment to providing good quality childcare. She has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She monitors the work of her assistant and they work in partnership to review their policies and procedures, supporting them in promoting children's health, welfare and safety. The childminder also supports her assistant in attending additional training in order to further develop his professional practice. The childminder maintains a positive attitude to the ongoing evaluation of her work. She actively seeks the views of children, parents, her assistant and other professionals. This gives her a full and representative picture of her strengths and weaknesses and supports her in planning and prioritising improvements. For example, she now sends electronic copies of the daily diary sheets to parents. This ensures that they are fully aware of what their child has been doing and can work in partnership with the childminder to promote children's care, learning and welfare.

Children's progress is well monitored as the childminder regularly reviews their assessment records. She works well in partnership with other people caring for the children. For example, she has good procedures in place to exchange assessment information with key persons at pre-school, enabling them to work together to promote children's learning. The childminder and her assistant attend activities at their local children's centre. This has given them a clear insight into the role of other professionals and they could seek additional help for children should the need arise. The childminder maintains good relationships with parents, ensuring that they are well informed of their child's activities and progress. She also provides electronic and paper copies of all policies and procedures so that they are fully aware of her daily practice.

Children's welfare is consistently promoted as arrangements for safeguarding are thorough. The childminder has made sure that her assistant has undergone stringent suitability checks. Both the childminder and her assistant have attended additional training in safeguarding and this area is further promoted as they have chosen to implement written safeguarding procedures. These cover all areas and include sensitive and appropriate processes for changing children's clothes and nappies. Thorough risk assessments and daily safety checks cover all areas and are regularly reviewed by the childminder and her assistant. This means that children play in a safe environment and have positive play and learning experiences that form a secure platform for their future learning.

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 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	EY426165
Local authority	Hertfordshire
Inspection number	941275
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	08/12/2011
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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