

Inspection date	13/10/2014
Previous inspection date	17/04/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 good understanding of how children learn. As a result, the educational programmes have breadth and depth and support children's progress across the seven areas of learning.
- Children form secure emotional attachments with the childminder and show high levels of confidence in her care. They enthusiastically explore their environment and participate in activities with enjoyment.
- 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.
- The childminder is secure in her knowledge of child protection issues. She has a clear understanding of how to refer and deal with any concerns about the children in her care. Therefore, children are safeguarded well.

It is not yet outstanding because

- The childminder does not always provide children with opportunities to freely express themselves in order to promote their development of expressive art and design as they take part in planned activities.
- Opportunities to optimise younger children's awareness of good hygiene practices with regard to washing their hands after their nappies have been changed are not in place.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a range of indoor play activities, including children having their snack, and spoke to the childminder at appropriate times.
- The inspector conducted a joint observation with the childminder.
The inspector looked at children's assessment records, evidence of the suitability of adults who regularly visit the premises, a selection of policies, safety procedures and children's records.
- The inspector took account of the written and spoken views of parents, including those received during a telephone conversation.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged six and five years in a residential area of Stevenage in Hertfordshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder attends a toddler group and activities at the local children's centre, and visits the shops and park on a regular basis. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Sunday, 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 opportunities for children to express themselves using a range of media during planned activities, to fully encourage their creative thinking and enhance their sensory exploration
- reinforce younger children's understanding of good hygiene practices from an early age, by establishing a regular routine of washing their hands after changing their nappies.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She works closely with parents to obtain information about children's individual needs and interests when they first start attending. This helps her to plan and provide a wide range of activities that stimulate and engage children at all times. She has a good knowledge of children's development and understands how to support their next steps in learning. As a result, children make good progress and are well prepared for their next stage in learning and eventual entry to school. The childminder completes detailed observations and regular assessments of children's achievements. These are precise and relevant and the childminder is skilled at clearly identifying children's next steps in learning. She uses an effective system to consistently track children's progress, which enables her to promptly identify any potential gaps in their learning and monitor their progress. As a result, she is able to plan specific activities that focus on closing any identified gaps in learning. Additionally, the childminder provides parents with a short written review of their children's progress following completion of the progress check for children between the ages of two and three years.

The childminder, through her enthusiasm and fun nature, instils in children a positive attitude towards learning. Children communicate very effectively through their rapidly emerging vocabulary because the childminder spends a significant amount of time engaging in purposeful dialogue with them. She effectively adjusts her speech in relation to the age and understanding of individual children using simple sentences linked to actions. As a result, children learn the meaning of new words and begin to use them in their sentences. The childminder uses opportunities effectively, as they arise, to challenge and develop children's knowledge and skills. For example, children laugh with delight and are engrossed in the childminder's story-telling, because she effectively uses intonation in her voice to read them their chosen books. The childminder fully understands the importance of sharing significant events in children's lives to enhance their personal, social and emotional development. For example, children identify themselves, and members of their family on a video recording at a recent celebration. As a result, children develop good self-confidence as they begin to share their own experiences.

Children develop good dexterity as the childminder provides them with ample opportunities to extend their physical skills. For example, they develop increasing hand control using pencils and small tubes of paints. This helps children to develop early writing skills in preparation for school. The childminder's sensitive interaction in children's play encourages them to persevere when challenges arise. For example, she encourages them to squeeze the tube of paint hard to release the paint. As a result, children demonstrate that they are active learners as they keep on trying, and work out how to spread the paint using the nozzle of the tube. Children express their curiosity as they use their senses to explore the texture of paints on their hands. The childminder demonstrates how to make a hand print on the paper and children briefly practise the process of positioning their hand flat on the paper to create a hand print. However, occasionally, the childminder does not maximise this opportunity. For instance, she does not provide children with sufficient time to express themselves using an enhanced range of media, to fully develop their creative thinking and sensory exploration. As a result, children do not get to wallow in this creative experience and consolidate their new skills. Partnerships with parents are strong because the childminder has built a trusting relationship with them. She completes daily diaries for all children detailing children's learning and care routines and engages in daily discussion with parents about their children's development. The childminder shares information about children's learning effectively following regular summary assessments, and provides ideas to extend children's learning at home. As a result, children benefit from a consistent approach to their learning and development.

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

Children are warmly welcomed into this nurturing and caring home. New children settle well and the childminder gives both the parents and children time to become familiar with their new surroundings. The childminder is clear about the importance of developing secure attachments and supporting children's smooth transitions from home. She recognises the uniqueness of individual children as she gathers detailed information from parents about children's routines and needs. Children show through their play and interactions with the childminder that they feel secure. They snuggle up to her as they

wake from their sleep, and enjoy learning and playing together as they smile and laugh with delight. This leads to trusting relationships and a strong sense of belonging. The childminder provides genuine praise and encouragement for children's efforts, which fosters their confidence and self-esteem. The environment is safe and secure and children move freely around the childminder's home, selecting where they prefer to play. They choose from a wide variety of organised good quality toys and activities, all within easy reach. Consequently, children are able to make independent choices as the resources are stored in low-level furniture and units.

The childminder helps children understand positive ways in which to behave. She has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. Being aware of the boundaries and expectations adds to the children's sense of well-being and emotional security. Children are also rewarded with a sticker for their good behaviour, which they proudly show to their parents or place on their sticker charts. The childminder provides children with daily opportunities for fresh air and exercise in the garden; they climb the steps of the slide, ride scooters and bikes and develop ball skills as they play team games, such as football. Visits to the local park enable them to build up their large muscles as they run freely and use large equipment, such as, balancing apparatus. Furthermore, children attend a range of weekly activity groups, where they crawl through tunnels and move their bodies to action songs, developing coordination. These outings also provide ideal opportunities for children to form friendships with other children in the community to improve their social skills.

Children receive a good range of healthy nutritious food, which the childminder provides. They help the childminder to tend to the fruit and vegetables she grows in her garden. This helps them to understand where food comes from and that it is good to eat. Children have access to fresh drinking water at all times to keep them well hydrated; this supports them in developing a healthy lifestyle. Children are generally well supported in their independence as they develop self-help skills in readiness for the next stage in their learning, such as, starting school or nursery. They manage their own clothing and clear away their plate and cup when they have finished eating. They learn about good hygiene practices as they wash their hands before eating and wipe their faces when they have finished. However, younger children's awareness of good hygiene practices is not always promoted to the very optimum, as the childminder does not encourage them to wash their hands after she changes their nappy. Children demonstrate that they are developing skills to keep themselves safe and take responsibility for their environment as they enthusiastically help to tidy toys away when they have finished. Children develop an increased awareness of personal safety as the childminder regularly reminds children of how to keep safe. For example, she asks them to close the door to the cloakroom so that they do not bump into it.

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

The childminder fully understands her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures that children are kept safe as the childminder takes positive steps to

safeguard their welfare. She is motivated and very well organised in ensuring that all the required records are in place and the necessary systems are developed to keep children safe. She keeps up to date with latest practice and procedures as she receives notifications from various professional organisations, such as the local safeguarding children's board. The childminder has recently attended safeguarding training. This has had a positive impact on her practice because she demonstrates a secure understanding of the local safeguarding procedures. For example, she knows how to record child protection concerns and make a referral to the relevant agencies, if required. Additionally, a comprehensive range of written policies and procedures are in place to support her practice. She shares and agrees these with parents, which means that they are well informed about the childminder's responsibilities. The childminder promotes children's safety well and assesses risks in her home and for the outings she takes children on, to help ensure that they are safe at all times. She takes robust steps to keep them safe. For example, she has installed safety locks on units in her kitchen and diligently checks the identity of visitors to her home. The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's interests, next steps in learning and preferences for learning. This ensures that they make good progress towards the early learning goals.

The childminder is enthusiastic and has a strong commitment to continually develop her practice. She attends regular training and keeps up to date with early years issues by reading professional publications. As a result of her further training, she has an increased understanding of how to further support children communication and language using rhymes and repetitive phrases in stories. The childminder is highly reflective as she evaluates her practice and monitors children's progress. This means that she effectively identifies her strengths and areas to develop to ensure that children continue to make good progress. Since the last inspection, and the subsequent monitoring visit carried out by Ofsted, the childminder has received valuable support from her local authority. She has made significant improvements, enabling her to respond quickly to the actions raised for improvement. For instance, she now has a secure understanding of how to protect children and follow correct procedures should she have a concern in relation to their welfare. Accurate records of children's attendance, accidents and medication administered are in place. A written complaints procedure now informs the childminder, and parents, of the correct procedure for recording and responding to any complaints or concerns about her practice. The childminder has introduced daily diaries for all children to ensure a two-way flow of information is shared with parents and other providers, should the need arise. Furthermore, she shares children's progress and next steps in learning with parents at regular meetings. Children behave well as the childminder provides them with clear explanations to help them understand the impact of their actions. Stimulating activities occupy children, resulting in them demonstrating positive behaviour. Further training has improved the childminders knowledge and understanding of the Early Years Foundation Stage. For example, she now accurately observes and assesses children's learning, enabling her to plan for children's next steps in learning. She has a clear plan in place for future development. This includes continuing to develop her knowledge by enrolling on a level 3 childcare course. Parents' and children's views are valued and respected as part of the childminder's self-evaluation process. For example, parents regularly express their views verbally and also complete a questionnaire, which the childminder uses to gather additional feedback.

The childminder has previous experience of positive working relationships with other provisions where children attend, and is able to implement this again if the need arises. In addition, the childminder is fully committed to building positive partnerships with other agencies to support children's welfare, such as the local children's centre and health professionals. The childminder establishes strong partnerships with parents, as she consults them about every aspect of their children's care through daily verbal exchanges and daily diaries. Parents are full of praise for the care the childminder provides; they appreciate the positive influence she has on their children's development. Furthermore, the childminder invites them into her home to join in with their children's birthday celebrations and other special events. This further enhances the already strong partnership.

The Childcare Register

The requirements for the compulsory 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	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	EY430613
Local authority	Hertfordshire
Inspection number	976123
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	17/04/2014
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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