

Inspection date

Previous inspection date

05/11/2012

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

- Children are relaxed and at ease as they feel part of the childminder's family due to a good settling-in process. They are active learners and settle quickly to well-planned activities with good support from their carer.
- The childminder knows the children well and has a good understanding of the current learning and development guidance. She effectively promotes young children's learning through well-organised play opportunities.
- The childminder has comprehensive documents in place for the well-being of the children and safe management of the setting.

It is not yet outstanding because

- Information gained through observations and assessments is not regularly shared with parents to enable them to support their children's learning at home.

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 play and activities in the main lounge and children's bedroom.
- The inspector looked at the records of children's progress, personal care detail and documents for the safe management of the setting.

Inspector

Tina Kelly

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and young child in Garston on the outskirts of Watford in Hertfordshire. There is a secure garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group who attend for a variety of sessions through the week. The childminder has experience in supporting children's learning having worked as a Learning Support Assistant in a primary school.

What the setting needs to do to improve further

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

- strengthen links to engage parents in their children's learning in the setting and at home.

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 how children learn through play. She has experience in working as a Learning Support Assistant in a primary school setting. She uses these experiences to plan and provide a wide selection of learning opportunities for the young children in her care. Children are happy and settle quickly to the planned, adult-led activities.

The young children's interests are followed as they play freely and access a range of good quality toys and resources. Planned activities are introduced when the young children are ready to concentrate. They are very keen to take part in making collage faces with prepared templates. They select coloured pencils and use glue sticks to make a face. They are beginning to recognise themselves in a mirror as they tell their childminder 'it's me'. The childminder draws out information about their own families and extends their understanding of different people's names and family members. They are developing a strong sense of belonging as they place their own photographs on the 'hello' poster. They are encouraged to talk about children not at the setting today and to reflect on where they are. They are beginning to understand their place in the setting. Children's personal, social and emotional skills are well developed due to consistent support from the childminder and well-managed activities.

Children are confident in selecting their favourite books and relating previous experiences. This is well-supported by the childminder who extends and supports their developing language and counting skills with lots of repetition and praise. All aspects of the prime areas of learning for young children are promoted to a very high standard. Children's understanding of the wider world and their community is promoted as they are taken out to toddler groups and physical play sessions through the week. They have many opportunities to practise their recently acquired skills as they use soft play structures to climb, jump and slide.

The childminder uses initial child profiles at the start of the arrangements so she has a

good understanding of the children's previous experiences, likes and dislikes. This is updated after six months to review their learning and plan for the next steps. The learning journey shows through photographs and observations that children have many interesting opportunities for play and learning. This information is used as part of the process for the progress check in the children's second year. However, this information is not shared consistently with parents to enable them to effectively support their children's learning at home.

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

Young children have developed strong bonds with the childminder and the other children cared for. They are beginning to be aware of the needs of others and to take care of others playing nearby. The childminder ensures they take turns and share the coloured pens and craft resources. Children show great kindness as they select pencils to give to the younger children. The childminder is establishing essential skills that give children confidence and prepares them for future learning and life experiences.

Strong partnerships with parents have been established. The childminder knows the children well due to the comprehensive initial assessments with information gained from parents at the start of the care arrangements. She keeps parents well-informed about their children's day-to-day care routines. This is with a diary or by email and text.

A healthy lifestyle is promoted through day-to-day activities. Children are beginning to understand about good personal care routines. They talk about washing their hands before they have their mid-morning snack. They sit at the small table with lots of positive praise from the childminder who encourages them to sit still and to eat nicely. The discussion around the fruit snack introduces children to the names of fruit and promotes early counting skills. Simple routines are in place to establish children's understanding of a healthy lifestyle.

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

The childminder has a good understanding of how to protect children in her care and to provide a safe environment. She has completed an online Safeguarding Children course, has the Local Safeguarding Children information for reference and shares her responsibility with parents in her policy and procedure pack. Detailed risk assessments are effective in identifying and minimising risks to children in the home, garden and out in the community.

The childminder uses the revised Early Years Foundation Stage documents effectively in planning and observing how children are achieving and progressing. She has close links with the Sure Start children's centre and is aware of training and support services. The childminder reviews her practice and evaluates the service she provides. She talks with parents at a six monthly review meetings linked to the children's assessment update. An effective process identifies areas that are working well and plans for future development and improvements.

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	EY431660
Local authority	Hertfordshire
Inspection number	794115
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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

