

Inspection date

Previous inspection date

14/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder supports children's early communication and language development by carefully modelling language and taking children to fun 'rhyme time' sessions.
- Children explore their surroundings with increasing interest and confidence. The childminder provides an attractive playroom that enables children to make choices about what to play with based on what appeals to them.
- Children quickly build emotional attachments and form positive relationships because the childminder has a very gentle and reassuring manner and she encourages children to socialise with others.

It is not yet good because

- The childminder does not find out about what children do and achieve at other early years settings they attend. This means continuity in learning is not fully supported for every child.
- The childminder does not make specific plans showing how and when any identified area for improvement will be achieved. Therefore, the capacity to improve is reduced.
- Children do not have very challenging opportunities to be active and to learn outdoors because the childminder does not use the garden extensively.

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 play and activities in the play room and the kitchen.
- The inspector held discussions with the childminder and spoke to children.
- The inspector read the self-evaluation form and looked at a selection of policies, records and evidence of children's learning and development.

Inspector

Hilary Preece

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her child aged two years in the Great Ashby area of Stevenage, Hertfordshire. The ground floor of the house is used for childminding and there is a garden available for outdoor play.

The childminder attends activity sessions at the local children's centre and library. She collects children from the local schools and pre-schools.

There is currently one child on roll who is in the early years age group and attends one day a week. The childminder operates all year round from 7am to 6pm, including during weekends if required, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a regular two-way flow of information with other early years settings that children attend in order to find out about and support continuity in learning and development.

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

- develop a more rigorous approach to self-evaluation by ensuring that there are specific action plans showing how identified areas for improvement are to be achieved
- develop further use of the garden to provide rich and stimulating opportunities for outdoor play and learning.

Inspection judgements

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

The childminder provides a welcoming indoor environment that stimulates children's curiosity and desire to explore. Toys are attractively and thoughtfully displayed at low level. Therefore, children become independent and confidently make choices about what

they play with. Babies explore toys of interest, such as wooden lift-out puzzles, and use their developing coordination and grip to pick up the pieces and examine them. The childminder uses this opportunity to introduce language by naming the pictures on the puzzle and describing what the child is doing. This keeps children interested and motivated to continue with the activity. When a child discovers a toy recorder, the childminder shows the child how to 'blow' it by mimicking the mouth movements directly to them so that they are encouraged to explore further and try out new experiences. Therefore, children develop some of the positive attitudes and skills necessary for future learning.

The childminder plans suitable outings within the local environment to enable children to explore and find out about their community and world around them. Children collect natural materials, such as twigs and leaves, on walks to the woods, and use glue to make collage pictures with them. They regularly visit the farm to see and find out about animals. However, children do not use the garden so frequently, despite its potential for outdoor learning and discovery. Garden resources are limited and there are few opportunities for children to engage in imaginative play outdoors or to investigate the texture of sand, water and soil. This limits the learning potential of those children who prefer to be actively learning outdoors.

The childminder is developing a simple but accurate system for observing children and planning for their next steps in development. She identifies suitable activities and experiences that help children to make steady progress in relation to the limited amount of time they currently attend the setting. For example, she helps babies to become mobile by encouraging them to reach out and crawl towards toys that interest them and by providing firm, low surfaces for them to pull themselves up to stand. In addition, she takes babies to 'rhyme time' sessions at the library to encourage their listening and joining in with actions to support their early communication and language. She shares such information with parents, in order to keep them informed about their children's learning and development and involved in this. However, the childminder is not aware of the progress that children make at other early years settings that they attend, and her planning for children's individual needs does not take account of assessments made elsewhere. This means continuity in learning for these children is not fully supported.

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

The childminder gathers relevant information from parents initially to enable her to settle children into the setting with ease. She provides a useful communication book that keeps parents well informed about children's personal care and development, and parents are invited to add their own comments from home. This helps the childminder to provide consistent care practices and is particularly useful in the event of sharing information about any specific health needs.

The childminder has a very gentle and reassuring nature, which helps children quickly feel comfortable and secure within the setting. For example, she cradles children warmly while feeding them and gently offers praise and encouragement to help children recognise their efforts and achievements. This helps children to feel reassured and to behave well.

Children relate well to others in the setting and enjoy laughter and fun as they play hide-and-seek games together. By taking them to children's activity groups, the childminder helps children to socialise and become confident in a group situation. Ultimately, this helps prepare children emotionally for the transition to group learning in pre-school and school.

Children have regular fresh air and exercise on walks and when using the local parks. This provides some opportunities for them to be physically active and to use a small range of play equipment. The childminder emphasises to children the importance of taking care when using swings and other apparatus so they begin to learn about personal safety. She considers children's safety by carrying out risk assessments of places that they visit to ensure any risk is minimised. She also organises her home so that it is clean and safe for children to use. Children develop an awareness of health and hygiene through everyday routines, such as having their hands and faces cleaned before and after eating. The childminder follows safe hygiene practices when changing nappies, and carries out a regular programme of cleaning toys to reduce the risk of cross-contamination. This contributes to children's overall health and well-being.

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

The childminder has a developing knowledge of the Statutory framework for the Early Years Foundation Stage and is in the early stages of building her childminding experience. She is beginning to monitor children's learning and development by ensuring that she plans activities and experiences that support their progress in all areas. However, her practice is sometimes variable because her knowledge of all statutory requirements is not robust. While she works well in partnership with parents to support children's care and learning and recognises when and how to seek intervention, she is unaware that she is required to share information and work in partnership with other early years providers. Where children attend other early years settings, she has not linked up with them, either directly or via parents, in order to work together towards meeting children's needs.

The childminder understands her role in protecting children. She has an appropriate procedure, in line with the Local Safeguarding Children Board guidance, that she follows in the event of any concerns or allegations. She ensures there is no risk to children's safety from the misuse of cameras or mobile phones by choosing not to take photographs of children for any purpose, including observations. The childminder keeps appropriate policies and records to reflect her practice, which meet statutory requirements, and usefully displays her certificates and a range of information on a notice board for parents.

The childminder is beginning to reflect on and evaluate her practice as she gains experience and develops her service. She seeks support from other childminders and looks for new ideas for activities to support children's learning. This shows a degree of ambition and drive to develop her practice further. However, self-evaluation and action planning is not robust enough to clearly identify how and when she will achieve her goals. This means the rate at which improvement takes place is likely to be steady rather than rapid.

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	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	EY433036
Local authority	Hertfordshire
Inspection number	905522
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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