

Inspection date

Previous inspection date

17/01/2013

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

- The childminder provides a fun and interesting play environment where children can play and learn safely.
- Children are happy, settled and keen to explore and learn. They show positive attitudes to learning and are helped to gain the skills required to make good progress in their development and learning.
- Children are well cared for in a nurturing and supportive environment. They are happy and form close and secure bonds with the childminder which effectively supports their emotional development.
- The childminder has a secure understanding of all areas of learning and how children learn best through play. She organises fun activities in a well-resourced environment that is welcoming and child friendly.
- Children show enthusiasm for learning, due to the childminder's positive approach and very good knowledge of their individual abilities and achievements.

It is not yet outstanding because

- There is room to enhance ways of promoting children's independence.
- Opportunities for children to explore the sensory experience of colour and texture through a wide range of media and materials are not maximised.

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 lounge, playroom and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development records, a selection of policies, the childminder's self-evaluation documents and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four years and two years in Kings Langley, Hertfordshire. The whole of the property and the garden are used for childminding.

The childminder is able to take and collect children from local schools and pre-schools.

There are currently six children on roll, four of whom are in the early years age group. They attend for a variety of sessions. The childminder operates all year round. 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 more opportunities for children to explore colour and texture to encourage and fully promote their creative and sensory development
- extend opportunities for children's independence to be fully promoted through their play and daily routine.

Inspection judgements

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

The childminder has a good knowledge of all areas of learning and she provides a wide range of activities that promote and complement children's development. She understands that every child is unique and ensures activities are adapted to meet the individual developmental needs of each child. She does this through carrying out regular observations to monitor their abilities and achievements. She then assesses their progress and uses this information to plan suitably challenging and developmentally-appropriate activities and play experiences. As a result, children are making good progress towards the early learning goals. Adult-led and child-initiated activities are well balanced and the childminder encourages children to concentrate and persevere in their learning. This helps to prepare children for their future learning, such as when they start to attend nursery or school.

The childminder organises the indoor and outdoor space so that it is child-enabling. The environment is stimulating and engaging and encourages children to explore and play and to be active learners. Children move freely around the playroom helping themselves to resources that interest them. They confidently bring toys from the playroom into the lounge where they continue their play and overall, children's independence is encouraged. For example, low-level shelving units enable children to make independent choices in their play. Children have some opportunities to take an active role in the setting, such as when they help to make pizza for lunch. However, the organisation of the activity does not fully promote their developing independence. This also applies at mealtimes, as children's self-help skills are not fully extended particularly for older, more able children.

Children's language and communication skills are promoted well as the childminder supports children in their play, asking questions and engaging them in conversation. For example, children enjoy sitting with the childminder as she reads a story about a snowman. They excitedly discuss with the childminder what is happening while looking at the pictures and the childminder encourages their language development as she asks questions to encourage and extend their thinking. Children concentrate hard as they carefully turn the pages while looking at the pictures in the story book. The childminder then extends the activity through encouraging the children to use their imaginations as they become the snowman character from the book to 'fly' through the air.

Children enjoy opportunities to express themselves creatively. For example, they enjoy painting pictures of snowmen and talk about the colours of the paints as they mix them together. However, opportunities for children to use all their senses to engage in a full and varied range of messy play activities have not yet been fully explored. Purposeful relationships between the childminder and parents ensure children's learning needs are supported. For example, parents contribute to the initial assessments of children's starting points through the completion of 'All about me' booklets. Parents are then kept fully informed about their children's progress and achievements with children's learning journals regularly shared.

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

The childminder shows a strong commitment to inclusive practice. She works closely with parents and takes great care to find out about, and to meet, children's specific needs. Consequently, children demonstrate a strong sense of security and are confident and self-assured in the childminding environment. The childminder listens to what children have to say and this helps children to feel valued. Smooth transitions for children and their parents are assured as the childminder completes individualised settling-in programmes which meet each child's needs. This enables new children to quickly settle and develop a strong sense of belonging. Children form positive and close relationships with the childminder and are very happy and settled. She is a positive role model to children and she is calm and patient with them, responding effectively to their requests. She understands the importance of providing children with a fun environment where they feel safe and secure and confident to try new experiences. She helps children gain an awareness of keeping themselves safe as she explains simple safety routines. For example, the childminder reminds children of the potential dangers of playing near swings when in the park.

Children behave well as they receive high levels of attention from the childminder and are engaged in interesting activities. Through discussion, children are learning how to share and simple games where children take turns encourage them to develop these important social skills, which will help with their future learning. The childminder has clear and consistent behavioural expectations and therefore children learn right from wrong and are beginning to understand how their behaviour can have an impact on others. Children learn respect for themselves and others as the childminder explains why some behaviours are not acceptable. She is extremely alert to responding to children's different personalities and she offers regular praise and encouragement which contributes effectively to children developing a good sense of self and belonging.

The children's awareness of the importance of health and hygiene is encouraged through gentle reminders from the childminder and regular routines. For example, children know they must wash their hands after visiting the toilet and the childminder regularly discusses with the children the reasons for doing so. Good hygiene practices, such as providing individual hand towels, help to keep children healthy as the risk of cross-contamination is minimised. Children participate in a varied range of activities which positively contribute to their physical fitness. For example, they are learning that exercise can be fun through activities such as music and movement sessions or running races in the park. Children develop coordination and balance when they eagerly join in with an obstacle race and playing in the garden on scooters, and regular visits to children's parks also encourage children's physical development. Healthy eating is encouraged and children are provided with a balanced, healthy diet with individual dietary requirements catered for. Through discussion they learn about the benefits of healthy eating, such as when they talk about fruit and vegetables being good for them at snack and meals times.

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

Children are safeguarded well. The childminder prioritises children's safety and well-being and ensures that she is fully focussed on children's needs throughout the day. She is aware of her responsibilities with regard to child protection and clearly understands that the welfare of children is paramount at all times. The childminder knows the signs and symptoms of abuse and when and how to report concerns to the appropriate agencies. Her house is safe and secure and the childminder ensures that any hazards are identified in and out of the home and that appropriate action is taken to reduce the risk of accidental injury.

This is the childminder's first inspection since registering and she has worked hard to ensure she has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and all requirements. This is reflected in the good quality service she provides. The childminder has good organisational skills and closely monitors the quality of her provision. For example, she monitors planning and assessment systems to ensure she has an accurate understanding of children's progress and achievements. The childminder is fully aware of what her key strengths are, as well as the areas she wishes to develop further, to sustain continuous improvement. For example, she has already identified that she wishes to further extend children's opportunities to experience messy play. The childminder understands the importance of continuous professional development and has completed a selection of early years workshops. She has also identified future training, such as a professional early years childcare qualification, to enhance her practice and have a positive impact on children.

Very good partnerships with parents contribute significantly to children's well-being. The childminder welcomes parents into the home and positively encourages good partnerships to ensure children's individual needs are identified and met. Parents spoken to at the inspection speak highly of the childminder, saying she is 'friendly and approachable' and that they 'feel well-informed and involved' in their children's learning. The childminder

shows a positive attitude and awareness of liaising with other early years settings delivering the Early Years Foundation Stage. She is developing good links with the nursery and school children in her care attend as she understands the importance of forging links, to ensure continuity in children's care and learning. The childminder works in partnership with others and has developed links with the nearby children's centre and she is a member of a childminding group.

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	EY449367
Local authority	Hertfordshire
Inspection number	809697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
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 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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