

Inspection date

Previous inspection date

26/06/2013

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 an extensive variety of well-chosen activities tailored to children's individual needs. This ensures they make good progress in all areas of learning.
- The childminder promotes children's language development superbly. This means they are confident communicators.
- Children form very secure attachments, which makes them feel confident and secure. Their independence is fostered well.
- The childminder has a comprehensive understanding of the welfare and safeguarding requirements. She is well-organised and thorough. This enables her to manage her setting effectively to promote children's well-being.

It is not yet outstanding because

- The opportunities to engage parents in their children's learning, by encouraging them to share children's achievements at home, are not fully maximised.
- There is scope to extend how the views of parents are used as part of the self-evaluation process in order to further raise the drive for improvement.

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 living room and kitchen.
- The inspector and the provider had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder.

Inspector

Alison Reeves

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with partner and a two-year-old child in a house in Hoddesdon, Hertfordshire and uses the whole of the ground floor and the garden for childminding. The family have a cat.

The childminder has completed basic training, including first aid and child protection, and updates her knowledge through specific courses, such as food hygiene. She attend a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There is currently one child on roll, in the early years age group who attend for a variety of sessions. She is open all year round from 7am to 7pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- extend the ways parents contribute to children's learning by encouraging them to consistently share children's home learning experiences
- review and reflect on how parents' views and comments can be used more effectively to enhance the self-evaluation process and strengthen the drive for improvement.

Inspection judgements

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

The childminder has very good knowledge of the learning and development requirements. She provides a broad range of interesting and challenging activities for children. The childminder uses a variety of teaching methods to support effective learning for all children. The childminder is skilled at engaging children and her natural enthusiasm has them eager to participate in all that is offered. As a consequence, children are making very rapid progress in their learning. The childminder's planning of experiences for children is closely linked to her observation and assessments, this means her provision is always tailored to children's individual needs.

Children show good levels of concentration. They enjoy singing and stories. The childminder makes excellent use of these activities to promote children's language for speaking and thinking. She is extremely successful in promoting English to those children who speak another language at home. Children's home language, that of the childminder and her child are also used well. As a result, children know they are valued and are rapidly developing their use and understanding of three languages. Children enjoy cooking, learning about the ingredients and tasting them to identify the flavours. They are skilled in using the spoon to mix, and they observe the changes in the mixture as the ingredients are combined. This develops their knowledge of simple science.

Children confidently count items as they play. They use mathematical language to describe position, quantities and shape. This is because the childminder is alert to all possible learning opportunities in planned and spontaneous child-initiated learning. Children are creative and have fun with the dough that can be shaped with their hands, or with small tools and plastic cutters. They paint and stick to make pictures, expressing themselves with different materials.

The childminder is effectively tracking children's progress, her precise observation and assessments show children are making good progress in both the prime and specific areas of learning. The childminder ensures she has a baseline assessment of children on entry through information from parents and her early observations. She has completed the progress check at age two with parents so they are well informed about their child's level of achievement and the next steps. The childminder uses a daily diary and parents speak on the phone frequently so they continue to be well-informed about their child. However, there is scope to encourage parents to more consistently provide examples of learning at home to further enhance the two-way flow of information and secure a complete picture about all of children's achievements. Children's needs are met very effectively, they are well-supported to overcome challenges to learning and development. As a result, children are well-prepared for the next stage in learning.

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

Children are very happy and settled. They form secure attachments, which make them feel comfortable and highly valued. Strong partnerships with parents support children effectively in making the move from home each day. Their care needs are shared and the childminder provides a reassuring routine to ensure continuity.

Children are well-behaved, they listen attentively and always ask for clarification if they are unsure of any meaning. Children are responsible, they help to tidy away toys and to prepare the table for lunch. Children have a well-developed understanding of health and hygiene. This is because the childminder uses fun ways to teach children the important practices that maintain their health. Hand washing at appropriate times is accompanied by a song that helps children learn to wash thoroughly. In play with the small kitchen children show their understanding of hygiene, health and safety as they pretend to wash the fruit and vegetables and blow the hot food so as not to burn their mouths when they eat. This shows how children use their imagination and bring knowledge from real events into their play.

Children are becoming increasingly independent. They manage their personal care needs well because the childminder provides plenty of support and encouragement, which helps children to succeed. These valuable skills assist children in preparing for future group based care and learning

Children's good health is promoted extremely well. The childminder offers a very healthy variety of foods. She prepares fresh foods for the children and uses meal and snack times effectively to help children develop their understanding of how a healthy diet helps them to stay fit and well. Children's need for active play is supported both indoors and outdoors. Children enjoy active games and songs at home. They visit a number of local parks and play centres where they can explore the challenging equipment. As a result, children are increasing their body awareness, developing confidence, coordination and strength as well as learning to keep themselves safe.

The children and the childminder use the extensive range of resources well to support planned and spontaneous learning. Children confidently choose the items they need and talk to the childminder about what they need for their play if it is not within sight.

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

The childminder has a secure and detailed knowledge of the Statutory framework for the Early Years Foundation Stage. This means all of the legal requirements are met, ensures children are well-protected and have their learning needs met effectively. The childminder has a comprehensive understanding of safeguarding. She is aware of the signs that might give concern regarding children's well-being. A comprehensive set of clearly written policies is shared with parents so they are fully informed about the childminder's service. The childminder risk assesses her home and all the activities that children engage in. This supports her in providing a safe play environment.

The very strong relationships with parents are well maintained. This ensures that children's care is consistent and their development is effectively promoted. Parents comment positively about the care their children receive. They express their delight with the service provided and say the childminder supports their child's development well and they have seen their child gaining many new skills. The childminder understands the importance of sharing information between the different settings children may attend, enabling them to work together in support of children's learning.

The childminder has evaluated her practice through reflection taking into account the views of children and comments made by their parents. She shows a strong capacity for improvement through her commitment to further develop her knowledge and practice. However, there is scope to use the views of parents more effectively to strengthen the drive for, and bring about rapid and continuous improvement that will raise children's achievements to the highest levels. By using the guidance document Development matters

in the Early Years Foundation Stage the childminder gains an accurate understanding of individual children's developing and established skills. This means she effectively monitors children's progress, evaluates her planning and identifies any gaps in children's 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	EY451791
Local authority	Hertfordshire
Inspection number	900186
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
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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