

Inspection date

Previous inspection date

02/04/2014

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 has a secure understanding of how children develop and how to support their learning. She is very experienced in caring for children. Effective teaching skills are used to help them make good progress in their learning and development.
- Children form secure attachments with the childminder and her family. She provides a caring and supportive environment for them and there are effective safeguarding procedures in place to protect them.
- Children have consistency and continuity as the childminder works closely with the parents to ensure their care and learning needs are met.

It is not yet outstanding because

- There is room to further develop the partnership with other providers where children attend so that children's learning and development is shared more and used to further support children's learning.
- There is scope to extend opportunities to promote children's communication, language and literacy further so that this is more sharply focused to support their learning.

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 walked to and from nursery with the childminder and children. She observed activities in the lounge, dining room and conservatory and spoke to the childminder and children at appropriate times.
- The inspector carried out a joint observation of the play activities offered by the childminder.
- The inspector looked at a selection of policies, the self-evaluation and children's records. She took account of parent's views from parent questionnaires. She also checked evidence of suitability for all adults living on the premises.
- The inspector checked evidence of suitability for all adults living on the premises.

Inspector

Maura Pigram

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 has an early years qualification. She lives with her husband and children aged four and two years in a house in Croxley Green, Rickmansworth, Hertfordshire. The whole of the ground floor which includes a cloakroom is used for childminding. There is an enclosed rear garden for outdoor play. The family have a cat.

The childminder attends age-appropriate groups with children. She takes and collects children from the local schools and pre-schools. There are currently four children on roll, one of these is in the early years age group. Children can attend for a variety of sessions. She operates all year round from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of a local childminding group.

What the setting needs to do to improve further

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

- develop further the partnership with other providers where children attend so that information about what children are learning is shared and used to further support their learning
- extend the educational programme for communication, language and literacy even further by ensuring, for example, resources are easily available for children to write for a purpose.

Inspection judgements

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

Children are making good progress in their learning and development and the quality of teaching is good. She has a secure knowledge of the Statutory framework for the Early Years Foundation Stage. The childminder uses her experience of a nanny to good effect so that children have fun and are interested in their surroundings. Through discussions with parents and regular observations, the childminder is able to understand what children know and what they can do. As a result, she knows the children in her care very well and what the next steps in their learning are. Children enjoy spending time with the childminder who is a natural communicator with children. She ensures that they have lots of fun and she organises purposeful activities and outings to support this. For example, children enjoy visiting an interactive discovery centre where they can 'drive tractors' and dress up as 'bee-keepers'. This enables them to learn about the world around them. In addition, children are taken to animal parks. The outings are well managed so that every opportunity is taken to promote children's learning. For example, related books are

borrowed from the library so that animals that the children have seen can be discussed in more detail. Stories from books also play a key part in children's activities. This means that children see that print carries meaning. This also prepares children for the next stage in their learning, such as starting nursery or school.

Children display good characteristics of effective learning as they freely help themselves to available resources. The conservatory is attractively laid out and children can independently access a variety of resources. In particular, they love imaginative play with popular play figures and dressing up in the varied clothes, hats, and bags available. These are attractively displayed so that children can see the choice available to them and make independent discussions in their play. However, there are no supporting resources nearby for older children to practise their emerging writing skills, such as, creating shopping lists or writing for a purpose. Children demonstrate that they are active learners when they concentrate for a long period of time at a craft activity. They use glue and pens to make individual play items to support their imaginative play. The childminder provides a running commentary and assists as necessary without taking over from children's learning. She asks a variety of open-ended questions to help children think and respond. This promotes their thought process and language skills. The childminder helps children to learn about numbers and how to count, through everyday activities. Baking activities are also often carried out. During these times, children are introduced to weighing and measuring concepts and all children are fully involved in the process. In addition, the childminder introduces children to simple gardening, such as planting sunflower seeds. Children learn to care for their growing flowers and learn some aspects of numeracy skills, such as measuring as the sunflowers grow.

The childminder is warm and friendly and offers a flexible service to families. She has built a trusting relationship with parents. She uses comprehensive documents and discussions with parents to gather detailed information about their children. Information about their individual needs, likes and interests are carefully recorded and referred to as and when necessary, and particularly during the settling in period. Daily communication through discussions and the sharing of children's learning records means that children's changing needs are well known. The childminder observes and monitors children's progress well very well. Each child has a pictorial book showing written observations, photographs, children's art work and details of their progress. These are shared with parents so that they are aware of their progress. Comments from parents are valued and regular discussions means that parents are able to contribute to their children's learning. The childminder is aware of the need to carry out the progress check at age two to ascertain children's development as and when needed.

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

Children are treated as part of the family and therefore develop strong attachments with the childminder. Children giggle and chat alongside the childminder and her family showing that they feel confident and secure. The good level of adult attention and warm interactions means that all children form positive and trusting relationships with the childminder. This also means that they settle easily. The childminder has created a welcoming environment for children. As a result, they are well-motivated to explore and

actively engage in learning. The childminder records detailed information about each child and gathers appropriate written consents from parents. As a result, there is a continuity of care between the childminder and the children's parents. This helps children to make a comfortable and smooth transition from home into the childminder's care.

Children are learning to care for the environment and treat each other with respect. For example, clear explanations and boundaries helps children learn right from wrong. Praise is used for all tasks no matter how small. The childminder has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. For example, rewards, such as stickers contribute to children developing good levels of self-esteem. Children learn appropriate social skills when they mix with similar aged children at the age-appropriate groups that they attend. This contributes effectively to preparing children for the next stage in their learning such as mixing with others as they move on their learning. The childminder continually reviews her good quality resources so that they support children's their learning and development. Good use is made of the toy library so that children's emerging interests are supported.

Children are encouraged to develop good hygiene procedures. For example, they know to use their individual towels when drying their hands. This contributes to ensuring cross-infection is minimised. Children's independence is promoted well. For example, time is taken to help younger children develop the skills of putting on their own shoes and fastening their own coats. In addition, children know to take off their shoes when they come indoors. They independently hang up their coats on the low level coat stand. These skills contribute to children's readiness for the next stage in their learning, such as starting school or nursery. Children are developing a positive approach to healthy eating and enjoy nutritious snacks and meals. Their individual dietary needs are known and the childminder works with parents to ensure that meals offered are suitable. Meals are eaten at the family table and these are sociable occasions when everyone can share their news. Good manners and healthy eating habits are encouraged. Children's understanding of safety is promoted at all times. For example, children know how to keep safe on outings and walking to and from school. Children learn about taking supervised risks in their play when they visit parks and physical play in the garden, such as riding bikes or using the slide.

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

Children are kept very safe as the childminder is clear of her role and responsibility to protect them from harm. She has effective arrangements in place for safeguarding children both on the premises and while on outings. The childminder is very experienced in caring for children and takes all necessary precautions to ensure children are as safe as possible at all times. For example, she ensures children are within her sight or sound at all times. The childminder demonstrates a secure understanding of safeguarding children procedures, such as, possible symptoms of children at risk and how to respond to concerns. She keeps up-to-date with related training and ensures her documentation is contains all necessary details to protect children. A detailed safeguarding policy is in place and this is shared with parents prior to their children attending. This means that parents are informed about the childminder's responsibilities in safeguarding children.

This is the childminder's first inspection since registration. The childminder has made a good start on evaluating her practice so far. Areas to develop are well known. For example, the childminder is keen to develop more outdoor sensory and exploratory experiences for children. In addition, she is in the process of completing a further childcare qualification. This shows that she is committed to developing her practice so that children benefit from her continuous development. She is also monitoring the educational programmes to ensure all children are achieving to their full potential. Views of parents and children are included in the monitoring process.

The childminder has a close relationship with parents. They say that they appreciate the communication methods, such as regular text messages. They also praise the childminder's enthusiastic approach, range of activities and the progress their children have made since attending. The childminder's policies and procedures are easily available for parents to see so that they have an understanding of the practice. The childminder is aware of the need to form positive working relationships other provisions where children attend. For example, she attends special events at nursery and school and shares information about children's welfare. However, this partnership is not as robust as it could be so that the childminder can support the learning taking place in other settings. There are no children with special educational needs and/or disabilities attending. However, the childminder values partnership working with specialist professionals and the impact this can have on children's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. It will be monitored and inspected within twelve months of the date of this 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		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	EY467472
Local authority	Hertfordshire
Inspection number	938663
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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