

Inspection date	18/09/2012
Previous inspection date	09/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		2
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

- Children are happy and settled. They feel safe and secure with the childminder who provides a caring and loving environment where they are familiar with the daily routines.
- Children behave very well because the childminder uses consistent and clear boundaries for them and they develop a good understanding of acceptable behaviour enabling them to play well together and share.
- Children confidently approach the childminder and other adults for support. They enjoy making independent choices from the broad range of good quality resources readily available.

It is not yet good because

- The use of photographs to show developmental stages of children does not give a clear representation of the children's starting points and the progress they are making. This means that planning for the next steps is inconsistent.
- The childminder and her assistants are not fully secure in their knowledge of how children learn, and therefore are unable to make good use of planned and unplanned opportunities to enhance and extend children's learning in all seven areas.

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 main play area and the garden.
- The inspector conducted a joint observation of the outdoor play with the childminder.
- The inspector spoke with the childminder and went through the attendance register and discussed risk assessment for outings.
- The inspector looked at planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Suman Willis

Full Report

Information about the setting

The childminder was registered in October 2006 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in a large semi-detached house in a village situated near Berkhamstead, Hertfordshire and uses the whole house and a secure garden for childminding. She lives with her husband and three children who are aged between 12 and 18 years. The family has two dogs and two cats.

The childminder works with up to two assistants. Children are taken to childminder and toddler groups and on regular outings. The childminding group collects children from the local schools and pre-schools. They provide a very flexible care arrangement for children aged from birth to 13 years.

There are currently 27 children on roll, nine of whom are in the early years age range and 18 between five and eight years. The childminder also provides care for children over the age of eight years.

The childminder is a member of the National Childminding Association and two local childminding group. She is working towards a degree in 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 systems used to monitor the individual needs of children match their stage of development. Use this information to plan and ensure children are making progress across the prime and specific areas of learning and in particular, for reviewing children's progress at the age of two years.

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

- extend the educational programmes to ensure that unplanned opportunities and planned times are used by all adults to provide challenging experiences for all children
- enhance the existing systems for communication with parents so there is a two-way flow of information, knowledge and expertise to ensure starting points and next steps are correctly identified.

Inspection judgements

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

The childminder has a sound understanding of the seven areas of learning which generally helps to promote the learning of all children. Children are supported in the acquisition of their communication and language skills through regular conversation. The childminder provides a learning environment where children are given the opportunities to practice their writing skills with pens and pencils, and also paintbrushes to create art work which is

displayed in the large open play area. They have access to a range of books to develop their understanding of literacy. Older children move around freely between the garden and house, this enables them to participate freely in a wide range of activities.

While children are provided with a rich learning environment and resources, the childminder and her assistants are insecure in their knowledge of the importance of planning and assessment. This means that children's learning and development are not fully strengthened and opportunities to provide challenge are missed. Although the childminder understands children's development and knows the progress they are making there are no formal systems in place to monitor children's progress through observations, and plans for their next steps. This also means that plans to implement the progress check at age two are incomplete.

Babies and toddlers are reaching their milestones and continue to make progress in the prime areas. They are able to communicate their needs by pointing to what they want; more able toddlers are able to express themselves as they use four to five words to form clear sentences. Babies and toddlers use their surroundings well to learn to crawl and pull themselves up. For example, the childminder holds the play cooker as she observes a baby trying to pull himself up.

While relationships between the childminder and parents are good, procedures to share information about individual children's starting points and progress are inconsistent. The childminder shares photographs with parents as evidence of what children can do but parents are not involved in planning for their next steps.

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

Children are happy and feel secure because the childminder provides them with a routine that they are familiar with. The parents provide valuable information about their children's daily routine, likes and dislikes, this enables the childminder to meet the care needs of the individual children which helps them to settle with ease. The transition between school, nursery and childminder are made easier for children because teaching staff are invited to visit the children in the childminder's setting.

Children are content as they confidently access their play materials and participate in child-led activities with adults nearby to offer support and guidance. They continue to make progress linked to their age and development despite unclear planning. The childminder and her assistants provide a calm atmosphere which encourages the children to behave well. Well thought out displays of their art and craft work makes them feel valued and respected. Children happily share and one child confidently says 'I told you it is nice to share' in a friendly manner.

Children are developing good self-care skills as they independently use the cloakroom and access appropriate hygiene materials within easy reach. Children understand safety as they are carefully supervised by adults. Their health needs are promoted well as they are offered healthy cooked meals and have regular fresh air when using the garden or going on outings to the park.

Children have access to a secure and well equipped garden which promotes their physical skills very well. They particularly enjoy using the climbing apparatus while being supported by an adult. Children have access to a variety of ride-on toys, water and sand, and play outdoor games, such as football and hide and seek together.

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

The childminder is committed to improving her practice. She is currently studying towards a degree in early years. One of her assistants is working towards a level 3 qualification. The childminder and her assistants work closely together to review the childminding practice and understand the need for planning and assessment but they are less secure in their understanding of the new learning and development requirements. Parents and the childminder's assistants are involved in evaluating the childminding practice. Parents are asked to complete questionnaires and their comments and suggestions are valued. All adults work well together.

All adults working within this provision have completed training in first aid and safeguarding children and demonstrate a good understanding of the welfare requirements. This means that children's safety is promoted well. All areas are made secure and regular risk assessments are carried out. All required documents are organised well.

Informal positive relationships have been developed between the childminder and parents. They regularly share information via emails or text messaging. Parents receive regular newsletters and weekly sheets outlining events and activities. Good links have been developed between the schools and pre-schools and information about children's progress is shared verbally.

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	EY342917
Local authority	Hertfordshire
Inspection number	883498
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 13
Total number of places	18
Number of children on roll	27
Name of provider	
Date of previous inspection	09/07/2010

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

