

Inspection date	27/11/2012
Previous inspection date	08/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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's interest is fully sustained and they are keen to learn because the childminder joins in with their play extending their learning and development at all times.
- Children are happy, settled and feel safe because they have developed a good close relationship with the childminder.
- Children behave well and are polite because the childminder sets clear boundaries and offers consistent praise and encouragement enabling them to feel valued and respected.

It is not yet good because

- Partnership with parents is at times weak and does not always contribute to supporting children's learning and development.
- Observations of children's achievements are inconsistent in highlighting their progress appropriately which means that they are not always fully challenged.
- Parents and children are not always encouraged to contribute towards improvements to the childminding practice to enhance children's 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
- 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 room.
- The inspector spoke to the childminder regarding observations, assessments, partnership with parents and self-evaluation.
- The inspector looked at a selection of policies and procedures, including children's personal records and children's observation journals.

Inspector

Suman Willis

Full Report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother in a house in St. Albans and uses the whole of the ground floor and the rear garden for childminding.

There are currently two children on roll, one in the early years age group who attends for a variety of sessions and one school-age child who attends before and after school. The childminder 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 meet the requirements of the Early Years Foundation Stage the provider must:

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views to enhance children's learning and development at home
- improve the use of information gained through observation and assessment to identify children's stage of development in their learning, and incorporate into planning to provide appropriate challenges for children.

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

- evaluate and monitor practice to ensure that the views of parents and children are incorporated into achieving improvements which benefit children's learning and development.

Inspection judgements

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

The childminder has knowledge and understanding of how children learn and provides a range of activities that sustain children's interest. Children are involved in age-appropriate activities. They are making progress according to their age and stage of development. Children are developing their language and communication skills as they copy words and sentences that adults use. They laugh as they learn new words and mimic sounds, such as 'slosh'. Children enjoy being read to in the comfort of the childminder's lap, happily pointing to familiar characters. This helps them to understand how stories are formed and that they have a beginning and an ending. They sort colours as they build their towers using blue, red and yellow bricks. Children confidently put three and more words together to form sentences and follow instructions as they are guided in their play. They are beginning to understand positioning language as they follow the childminder's instructions by building 'next to', 'on top' and 'below'. Children are becoming independent learners as they make individual choices. Resources are stored in clear plastic boxes so that children can see what is available and select their play materials. Children use role play to understand the adult world and develop their understanding of technology. For example, they use the play mobile phone to contact 'mum' as they prepare to take 'baby' out for a walk.

Children learn to manipulate small play materials as they use different shapes and sizes when completing puzzles, and building with blocks. They engage in imaginative play by using small world toys alongside the railway track to build a town. They use a variety of tools to encourage their early writing skills as they draw, paint and make collages.

Activities are spontaneous and carried out around children's interests and routines. The childminder understands the progress children are making and observations are used to highlight children's achievements and identify next steps. Planning of activities are inconsistent and mainly child-initiated. Therefore, planning, assessments and monitoring of the educational programme to enhance children's progress are at times weak and do not always provide appropriate challenges for children. Information of the children's day is informally shared with parents during drop-off and upon collection. The childminder shares the children's observation journal with parents but they are not encouraged to be fully involved in the children's learning and development. This means that partnership between parents and the childminder is inconsistent in fully supporting children's progress.

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

Children are happy and settled because the childminder provides them with a routine that they are familiar with. They enjoy the close relationship developed between them and the childminder and know that their needs will be met. Children confidently cuddle the childminder during their play and are cuddled back. They feel proud of their achievements as they happily say 'look dada'. The childminder consistently offers them praise and encouragement and shares their delight as they both clap together. Children are encouraged to be independent and move around the house with ease selecting books and puzzles of their choice. The childminder is a good role model and provides a calm and caring environment. This encourages children to behave well. Children are polite and say 'thank-you' without prompt as they are fully supported in their play.

Children are beginning to manage their needs well by asking the childminder for a banana, and help themselves to drinks. Regular daily risk assessments around the house covering all areas relevant to childcare together with clear boundaries, such as sitting in a chair to eat, enable children to stay safe. This means that children feel secure while exploring and learning through play. Children are routinely taken out and visit the local library and shops, this helps to develop their knowledge and understanding of their local community. Their knowledge of the wider world is extended as they access small world toys and books which reflect positive images of people. Children have regular fresh air and exercise as they visit the park and use the enclosed garden.

Children are prepared for their transition to nursery and school as the childminder collects other children and they all talk about other provisions.

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

The childminder mostly understands the educational programme and provides children with opportunities to promote their learning and development. She updates her knowledge by reading materials relevant to childcare. She is beginning to develop observation and assessment so that they can be used to inform the progress check at age two years. Recommendations from last year have been implemented, and the childminder continues to develop her practice so that improvements that benefit children welfare are ongoing, this ensures that children continue to stay safe. The childminder has developed an informal relationship with parents where information is verbally exchanged daily but parents are not invited to have an input into the childminding practice. Therefore, improvements do not take into account the views of the parents or children. This means that self-evaluation is weak and inconsistent in monitoring and implementing changes that enhance children's learning and development.

The childminder demonstrates a good understanding of safeguarding and has implemented an effective policy and procedure in line with the local authority. Her documents effectively promote children's welfare. The organisation of the area used by children enable them to move around safely and encourages independence. The childminder has developed a positive informal relationship with parents and this contributes to children feeling happy, settled and secure. The childminder has a sound understanding of working with other agencies to provide consistency of care for children should the need arise.

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	123541
Local authority	Hertfordshire
Inspection number	817845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	08/10/2008
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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