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| <b>Inspection date</b>   | 04/12/2012 |
| Previous inspection date | 17/02/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 places a sharp focus on helping children acquire communication and language skills, and is particularly good at extending children's spoken language. She is also very aware of the importance of giving children choices to develop independence.
- Partnerships with parents, professionals and other providers are well established and make a very strong contribution to meeting children's needs.
- Children are happy, settled and build positive relationships; they develop emotional security and show fondness for the childminder.
- The childminder has comprehensive written risk assessments for all areas of her home and garden and completes a daily check list to ensure that the areas where the children play are hazard free.

#### **It is not yet outstanding because**

- Self-evaluation is not sufficiently robust to clearly demonstrate how targets are prioritised and planned for in order to drive continuous 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
- 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 playroom.
- The inspector and the childminder shared conversations at appropriate times throughout the inspection.
- The inspector looked at professional development records, a range of policies and other documentation.
- The inspector took account of the views of parents from information provided by the childminder.

## Inspector

Linda Bird

## Full Report

### Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and one child aged 13 years in Royston, Hertfordshire. The whole ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog and a fish.

The childminder attends a childminder group and the local children's centre. She collects children from local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is able to provide care on weekdays during term time and during the school holidays.

### **What the setting needs to do to improve further**

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

- use monitoring and analysis more effectively, as part of the self-evaluation process, in order to strengthen the drive for making improvements that will support children's achievements over time.

### **Inspection judgements**

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

The learning environment is very well organised and carefully planned to enable children to explore and play freely. Toys and equipment are of good quality and specifically tailored to the individual developmental needs of the children. Children's independence is successfully promoted as they are able to make choices about what they play with. The toys and equipment are easily accessible to the children; this means that they can build on their self-help and independence skills.

The childminder is confident in her knowledge of how children learn and she gives high priority to supporting the development of spoken language. The childminder listens carefully to children and repeats the words that they are attempting to say, thereby reinforcing the sounds of the words. She exploits opportunities that arise as children play by talking to them and introducing new words and phrases. The childminder recognises children's achievements and appreciates their efforts when they show understanding of new words and phrases. Children benefit from the childminder's individual attention and this is helping to accelerate their progress in the development of language and communication.

The children are provided with opportunities for making marks and they enjoy drawing with coloured pens. They have well-developed manipulative skills and their hand control and ability to manipulate small objects is good. This shows that children are functioning within their expected age range in relation to moving and handling. The childminder uses

mark-making activities to help children recognise some new colours by drawing their attention to different coloured pens. She reinforces children's knowledge of colours they know already, by encouraging them to identify those colours and introducing some new ones.

Children enjoy role play and the toy kitchen is a favourite item. They make tea using the tea pot and pretend to pour tea into cups. The cups of tea are then offered to the adults present. This shows that children are beginning to make believe by pretending and have fun doing this. The childminder offers praise and encouragement while she plays with them. This supports the development of children's confidence and self-esteem.

The childminder knows the children well and is aware of their interests, strengths and weaknesses. She maintains close links with parents so that information is regularly exchanged through the use of a daily book. The childminder supports two-way communication with parents as they add their comments to the daily book; in this way information about children's learning and development is effectively shared. The childminder observes children and is able to assess individual children's needs and plan for their next stage of development. Children's record books include observations, photographs and samples of work, and demonstrate that over time children are making good progress in their learning. Consequently, children are helped to acquire a positive disposition towards the learning that they need to be ready for school.

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

Children are fond of the childminder and relationships between them are close. Children feel safe and secure in her care and their behaviour is very good. They are encouraged to be independent, they can choose what they want to do and the toys and resources are easily accessible to them. The childminder teaches children to care for the resources and they know that they should pack toys and equipment away. The children learn to mix and play with others because the childminder provides them with a range of experiences outside of the setting. These include attending a toddler group and joining together with other childminders. Experience of different settings and playing with a wider group of children means that children are well prepared for future transitions to other settings and to school.

Children demonstrate good physical skills. The indoor environment is safe and spacious and children can move around freely, which helps them to practise their walking skills. The childminder is conscious of the importance of developing children's physical skills. She frequently takes them to the local park and they play in the fully enclosed garden. The children particularly enjoy attending soft play sessions where they have fun exploring and climbing. They get plenty of fresh air and exercise and this helps to promote their good health and well-being. Children are provided with a range of healthy snacks of fruit and vegetables. The childminder also ensures that they have plenty to drink throughout the day. As a result, children are well supported in developing an understanding about healthy lifestyles.

### **The effectiveness of the leadership and management of the early years**

## provision

The childminder is experienced in working with young children and is committed to improving her knowledge and skills to provide the best provision possible. Recently she has begun to take part in a process of peer self-review. This involves pairs of childminders meeting together to discuss issues and share examples of their practice. This experience is helping to broaden her knowledge and enable her to reflect on her provision for the children. She provides a broad range of experiences for the children in her care. A good and varied range of age-appropriate resources are available to the children and they are encouraged to make choices and to be independent learners.

Relationships with parents and other providers are strong and make a significant contribution to ensuring children's needs are met. The childminder completes a daily book for parents so that they are updated on their children's progress and care needs. She ensures that children are supported to settle happily with her by arranging visits for parents and children prior to the children joining the setting. The childminder has strong links with the manager of the local children's centre and with a group of other childminders and this helps her reflect on her practice. She has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities, and to access appropriate support for children when necessary.

The childminder has a good understanding about safeguarding children and understands her role in protecting them. In the event of a child protection issue, the childminder has the necessary information and telephone numbers to contact the appropriate services should she be concerned about a child. The childminder carries out risk assessments in the areas that the children play and constantly keeps children's safety under review. The premises are safe and secure. The childminder supervises the children conscientiously.

The childminder is committed to providing a caring and stimulating environment for the children. She has reviewed the quality of her provision and has made improvements. Recent examples include exploiting the benefits of the local children's centre to seek professional advice and to attend locally run courses. She also reviews the quality of the toys and equipment and replaces worn items. The childminder takes account of parents' views on her provision by issuing questionnaires. However, there is more to do to ensure that the monitoring and review process is strengthened so that areas for improvement are clearly targeted on raising children's achievements, and the drive to improve is deepened.

## 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

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | 160093        |
| <b>Local authority</b>         | Hertfordshire |
| <b>Inspection number</b>       | 817922        |

|                                    |             |
|------------------------------------|-------------|
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 3           |
| <b>Number of children on roll</b>  | 4           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 17/02/2011  |
| <b>Telephone number</b>            |             |

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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