

Inspection date	11/12/2012
Previous inspection date	03/12/2010

The quality and standards of the early years provision	This inspection:	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 understands how children learn. She supports the children to make good progress through child initiated and structured activities. The accessible resources meet individual children's interests and ensure that they are well motivated to play and learn.
- The childminder prioritises the children's personal, social and emotional development and provides regular opportunities for attending toddler groups, walks, visits to the local farm and park; consequently the children are confident to try new activities and to mix and play with other children.
- Children build secure attachments with the childminder. This ensures that they are settled and happy in her home.
- The childminder prioritises the health and safety of the children in her care. She continually assesses and minimises risks to children so that the children feel safe and secure in the setting.

It is not yet outstanding because

- The childminder has not attended any training to enhance her already good understanding of how to support children's care and 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 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 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Letchworth, Hertfordshire. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play.

The childminder attends a toddler group and takes the children to a weekly soft play centre. She visits the local farm and park.

There are currently two children on roll; both children 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:

- attend training to enhance knowledge of the Statutory Framework for the Early Years Foundation Stage and extend good practice to improve the provision for children.

Inspection judgements

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

The childminder has taken the time to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. Children's independence is successfully promoted as they are able to make choices about what they play with. The childminder provides a stimulating range of activities tailored to the interests and needs of each child. She is careful to achieve a good balance between activities that she initiates and those chosen by the children.

The childminder has cared for a wide range of children with different needs and abilities; she is very experienced and is skilled in assessing children's capabilities. She listens carefully to children and observes them playing and adjusts activities as needed to extend their learning. The childminder and children enjoy looking at books together. As the childminder reads she ensures that the children are actively participating by asking them about the names of the trains and their colours. The children know basic colours and show that they can count to 10 by identifying the numerals in the book. The childminder listens to and interacts well with children to help them increase their vocabulary and to foster their language and communication skills. The children listen with interest and they talk about the main train character and the other engines. They ask the childminder to repeat their favourite passages. The children are interested in books and have well developed language and communication skills for their age. The childminder successfully ensures that the children are developing early reading skills, consequently they are being helped to acquire the necessary skills and a positive disposition towards learning. The childminder is

committed to ensuring that children are ready to benefit when starting pre-school.

The childminder recognises the importance of children's personal, social and emotional development and exploits the opportunities that arise to develop self-confidence. Children enjoy playing with fuzzy felts and choose to do this independently. They concentrate on selecting the necessary felts to make a picture of a picnic and persevere for an extended period of time. The childminder intervenes to help find the pieces of felt and to offer praise and encouragement. This supports the development of self-confidence and encourages children to persevere when faced with a challenge.

The children have fun playing with a small mechanical toy. The children watch the toy moving along on the wooden floor. They ask the childminder to go into the lounge with them so that they can experiment with the toy's movement on the carpet. On noticing that the toy is not moving on the carpet they take it into the kitchen to try it on a laminate floor where it travels along. The children enjoy operating the mechanical toy and exploring its capacity to travel on different surfaces. The children are curious and active learners.

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

Children feel secure with the childminder, most of the children started with her as babies and have developed secure attachments to her. Children actively approach the childminder to join with them in their play. They also enjoy close contact when sharing a favourite book while sitting together on the sofa. The children feel safe in her care and behave extremely well. Children 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 encourages and praises the children and in this way she is helping to develop their self-esteem and confidence.

The childminder uses everyday opportunities to teach children how to keep themselves safe. For example, when going to the park road safety is emphasised by teaching the children to cross the road by stopping at the kerb and looking both ways before crossing. Children are encouraged to develop healthy lifestyles with outdoor activities in the garden and park, and regular trips to the soft play centre. Children also learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. They are developing good self-care skills as they are encouraged to use the appropriate utensils to feed themselves. The childminder promotes a healthy diet for the children by providing fruit at snack time and a nutritious lunch.

The childminder's regular outings to the local toddler group and the soft play activity centre help children to develop confidence and independence. This prepares them for times of transition as they move onto pre-school and school.

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

The childminder is experienced in working with young children and provides a stimulating range of activities for the children in her care. Children are encouraged to make choices

and to be independent learners. Areas used by children are well organised and the layout of the downstairs of the home allows them to move around the premises freely and safely. A very good range of resources is available to the children and these are easily accessible and age appropriate.

Partnerships with parents are well established and make an effective contribution to ensuring children's needs are met. Parents are able to share information about their children with the childminder and they discuss children's progress when dropping off and collecting their children. Parents recommend the setting to others and feel happy with the progress their children are making. The childminder takes care to ensure 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 a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She has strong links with the staff at the local toddler group and school. These links benefit children's learning by providing opportunities for the children to play with a wider group of children and experience different types of learning environments.

The childminder has a very good understanding of how to protect children in her care and is vigilant about their supervision. She carries out risk assessments in the areas that the children play and she takes appropriate steps to minimize hazards to children. In the event of a child protection issue she has the necessary information and telephone numbers to contact appropriate services. The childminder has a first aid qualification and has been suitably vetted to work with young children.

The childminder is committed to providing a caring and stimulating environment for the children. Since the previous inspection she has addressed the actions and recommendations and is providing a good quality of provision for the children. The childminder keeps her provision under review and is clear about the strengths and areas for improvement in her setting. She keeps up to date with new requirements and developments by obtaining the appropriate documentation and reading regular briefings on early years practice. The childminder is not, however, accessing training opportunities to further her own professional development and maximise improvements to her childminding service.

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	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	158939
Local authority	Hertfordshire
Inspection number	817921

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	03/12/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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