

Inspection date	13/12/2012
Previous inspection date	22/05/2012

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

- Children are happy and show great confidence as they move freely around the childminder's home to access a good selection of toys and resources. These are appropriate to their ages and stages of development and promote their play and the prime areas of learning.
- Children's social skills are promoted to a good level as they have many opportunities to play with other children at toddler and playgroup sessions.
- Children's communication and language skills are well supported as the childminder is involved in their play. She introduces new words and supports their developing conversation by repeating familiar words and phrases.

It is not yet outstanding because

- Regular opportunities for parents to share information from home and to contribute to their children's learning are not fully established.
- The links with other early years settings where the children attend are not strong enough to enable all early years practitioners to support children's learning in a consistent manner.

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 children playing in the lounge.
- The inspector looked at the records of the children's progress, assessment records and other documents relating to the welfare requirements.

Inspector

Tina Kelly

Full Report

Information about the setting

The childminder was registered in 2011 in Bedfordshire. She moved to the Watford area in 2012 and is working alongside another childminder in Croxley Green on the outskirts of Watford in Hertfordshire. She lives with her partner and has a young child who is two-years-old. The whole of the property is used for childminding but children do not generally access upstairs other than to use the family bathroom.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The joint arrangement has six children on roll; four children are in the early years age group and are cared for on a part-time basis. The

childminder is the key person for two of the children in the younger age range. Two school-age children are siblings to younger children and are cared for around school times.

What the setting needs to do to improve further

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

- develop opportunities for parents to share information from home and to contribute to their children's learning records on a more regular basis
- build on the links with other early years settings to share in the children's progress and to support their learning in her home and at the group settings.

Inspection judgements

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

Young children have an enjoyable time in the childminder's care. They show great confidence as they move freely between the activities set out for them. They are keen and curious learners and show good concentration as they become focused on their chosen activity. The children's learning journeys show they are given many play and learning opportunities in the childminder's home, on outings and toddler groups. Flexible planning promotes early skills with a broad educational programme which is based on the outcomes in 'Development Matters in the Early Years Foundation Stage'. The observations and assessments form the basis of the flexible planning which is based on the children's next steps. The childminder plans for individual children's developing skills. The childminder has started to implement the progress check at age two, she has shared the detail with parents and identified areas to be further supported in the setting and at home. Parents are encouraged to share in their children's progress but a two-way flow of information is not consistent enough to enable parents to be fully involved in their progress.

The childminder provides resources and toys that are suitable for the ages and stages of the children being cared for. Simple adult-led activities give the children opportunities to practise their newly acquired skills, such as using paint brushes and glue sticks. The children are beginning to repeat numbers and to recognise colours with very good interaction by the childminder. The childminder has identified language as an area to be developed. She builds on children's vocabulary by encouraging the correct use of language by telling favourite stories and playing games which involve repeating words and phrases. This is an everyday activity but builds on the communication skills of the young children being cared for. The childminder supports the school age children, she makes time to read their day books, helps with their homework and extends their learning opportunities with

one-to-one support.

Children of all ages are encouraged to make independent choices about their play. The lounge provides an interesting and stimulating environment for them to play and learn. The young children gain in confidence as they are well supported by the childminder who acknowledges their achievements with lots of praise. This promotes the children's sense of accomplishment and self-esteem.

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

Children demonstrate a sense of belonging as they have developed strong bonds with the childminders and the other children being cared for. They show great kindness and are beginning to share and cooperate in their play. The childminder knows the young children well and anticipates their need for a morning rest. Children wave to everyone as they leave the room and soon settle to sleep. The children have good social skills as the childminder has high expectations with well-supported routines in place for the children to learn about good manners when having their lunch and at snack time. They understand they must sit at the table and they settle quickly with their drinks.

Children learn about a healthy lifestyle through everyday routines. At this time parents provide packed lunches for the children who are cared for part time. The childminder has a good understanding of the importance of providing a nutritional menu for children if needed. Time is taken with children who are being potty trained. Gentle reminders are used to ask if the children need to consider going to the toilet. This approach has worked well and the children are confident and pleased with themselves as they use the potty with lots of praise from the childminder.

Children are taken most days to toddler sessions and play days with other childminders. They have many opportunities throughout the week to make new friends, gain confidence in larger groups and to learn to share and take turns with children they are not so familiar with. This supports the skills they will need as they move onto new life experiences, such as pre-school and nursery.

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

The childminder has a good understanding of the revised Statutory Framework for the Early Years Foundation Stage. She focuses on the prime areas of learning to establish good early learning skills for the young children in her care. The childminder reviews her practice and talks to parents about the service she provides. She uses this information in an action plan to improve the setting. The format includes options for future training and a 'wish list' that will enable her to develop the opportunities and experiences for the children in her care. She uses the local children's centre to access training and support. She has attended a range of courses during her registration, which has enhanced and improved her practice.

The childminder has been very involved in supporting children as they start at nursery.

She is keen to establish stronger links to enable her to progress children's learning experiences in her home. She uses the 'nursery to home book' but the links with the other early years setting is not effective so she is not able to fully support the children's continuity of learning.

Children's safety is of high priority. The childminder has policies and information from the Local Safeguarding Children Board to show how she monitors and maintains a safe environment for children of all ages. An effective risk assessment is in place. It outlines actions and precautions that ensures a safe and secure place for children to play in the home and out in the community. The detail shows how older children are learning about road safety and are beginning to understand to how to keep themselves safe.

The childminder has established good relationships with parents. She has recently joined an existing childminder in providing a flexible service that can meet the changing needs of the families in their care. A daily diary is kept for young children to enable the childminder to manage their personal care needs to a good level. She keeps parents informed about any changes and has comprehensive policies outlining the care and educational provision of the joint childminding arrangement.

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	EY435086
Local authority	Hertfordshire
Inspection number	876046
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	22/05/2012
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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