

<b>Inspection date</b>	08/01/2013
Previous inspection date	03/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder regularly holds discussions with parents. This provides her with clear information about children's interests and preferences, which she uses to inform the planning of activities.
- Children develop close relationships with the childminder, which supports them to feel safe and secure.
- The childminder provides a warm and welcoming environment for children, who show that they are familiar with the daily routines, behave well and cooperate with each other.

### **It is not yet good because**

- The childminder's observations and assessment of children's development is not always rigorous. This results in learning experiences, which are not always fully matched to children's needs.
- The childminder does not always make sure that younger children can easily access books.
- Partnership arrangements with the other settings, which children attend, are not effective enough to fully support continuity in their learning and development.

## 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 living room, which is the main area used for play and viewed the outdoor play area.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and the childminder's self-evaluation systems.
- The inspector held discussions with the childminder and spent time talking to minded children.
- The inspector took account of the view of one parent, who had written a letter for the inspection.

### Inspector

Ann Cozzi

## Full Report

### Information about the setting

The childminder was registered in 1998. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a residential area of Ware, Hertfordshire, and uses the whole of the downstairs area of the home, along with an upstairs bathroom and one bedroom. There is also a fully enclosed rear

garden for outdoor play. She lives with her two children aged 16 and 14 years.

The childminder has a Diploma in Childcare and Early Years Education and a Level 3 National Vocational Qualification in childcare learning and development. She attends local toddler groups and regularly meets up with other childminders at the local children's centre. She collects children from local schools and pre-schools.

The childminder currently has seven children on roll, of which four are in the early years age group and attend for a variety of sessions. Three other children are of school-aged, who attend before and after school and during school holidays. She provides care all year round from 7.30am to 6.15pm, Monday to Friday, except for family holidays agreed in advance.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- regularly carry out precise observations of children's progress within the seven areas of learning, and use these to consider how to plan future activities that will strengthen and deepen children's learning by using guidance, such as 'Development Matters in the Early Years Foundation Stage'.

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

- improve the provision for the youngest children by consistently ensuring that they have access to books
- develop further the arrangements for working closely with the other settings, which children attend, so that information about children's early education is consistently shared and used to plan together and think through ideas for how to move the child forward.

### **Inspection judgements**

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

The childminder has a sound knowledge of the Early Years Foundation Stage. On the whole, she plans a suitable range of activities for those children attending. The childminder completes observations and assessments of children in her care. However, there is a weakness in consistently ensuring that the observations made cover all areas of learning. This occasionally results in learning experiences, which are not fully matched to

children's individual needs. For example, at times, planning centres on activities, which are more suited to supporting more able children and so may not always reflect the learning needs of all the children present. The childminder holds regular discussions with parents about their child's achievements at pick up and drop off times. In addition, parents have access to their own child's development records. This provides them with a satisfactory range of information about their child's learning and development.

In general, the childminder uses an effective range of teaching methods, which ensures that children are kept motivated and interested. Through using intonation, she is able to engage them in discussion, ask open-questions and encourage them to recall past events. At times, she provides a running commentary about what children are doing. Young children respond to this stimuli by using their own language skills, mimicking what they hear. Most children are generally able to access a satisfactory selection of toys and resources to support their learning in each area. However, the availability of books to support younger children's communication and language skills is limited.

Children confidently seek out the childminder for assistance when needed, for example, when folding a large blanket. The childminder helps children to develop their understanding of measure as she explains that the blanket is big. Children are supported as they begin to learn about making positive relationships. For example, during a role play game, the childminder sensitively addresses issues about sharing. Children demonstrate their listening skills as they successfully shift their attention to the childminder.

Younger children confidently explore and investigate their environment and accessible resources. Looking at a pretend feeding bottle, they explore all sides and watch in fascination, discovering that when it is upside down its contents disappear. The childminder encourages children's understanding and listening skills. They respond well as she provides more complex instructions for them to follow. For example, she says 'can you tidy away the toys and then we'll have lunch?' Children clearly enjoy spending time with the childminder, confidently approaching her for cuddles. They are provided with easy access to role play resources. Children have lots of fun as they demonstrate their ability to play in a group, extending and elaborating their ideas. Through using their imagination and good physical skills, they are able to manoeuvre a pretend feeding bottle to their doll's mouth.

The childminder encourages children to be active through regular trips and outings. For example, children enjoy daily walks with the dog. In addition, there are weekly visits to toddler groups and the local Sure Start Children's Centre. This gives children the opportunity to access larger play equipment that helps them to develop their hand-eye coordination and balance. Independence is promoted through everyday activities, such as putting shoes and coats on ready to go outside.

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

The childminder ensures that she has clear information about each child's care needs prior to their placement. She achieves this by encouraging parents to share essential

information about their child. This initially supports continuity regarding her ability to meet children's specific personal needs. Children form firm attachments with the childminder, which supports their well-being. This is consistently demonstrated through their interactions, for example, seeking her out for cuddles or to join in with games. Children show confidence in the childminder, for example, by letting her know when they need the toilet.

The childminder has undertaken food hygiene training and ensures good hygiene practice in her home. Young children are supported to learn how to manage their own care needs. More able children are encouraged to be independent as they learn about the importance of good personal hygiene. For example, they learn to clean their own hands at appropriate times. This helps to protect children from unwanted germs and cross-infection. The childminder provides a warm and welcoming environment for children, who are familiar with daily routines. For example, they independently take off their coats and shoes when they come in from outside. The childminder acts as a good role model to children, providing them with clear guidance about what is acceptable behaviour. They are supported to learn how to cooperate with one another. For example, together, they happily put away toys, which they have been playing with before preparing for lunch. This learning helps children to prepare for their future transition into school.

The childminder ensures that her practice is free from bias in relation to gender, race or disability. This attitude ensures that children are provided with activities, which teaches them about the wider world in positive contexts. Children have lots of fun taking part in physical play inside and outdoors. They have the opportunity to run around during daily trips to a local park; walking the childminder's dog. In addition, children visit local toddler and childminder groups where they are able to access large play equipment, developing physical skills, such as climbing and learning to negotiate space as they successfully steer wheeled toys.

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

The childminder shows a satisfactory understanding of meeting the safeguarding and welfare requirements. She has completed training in child protection and knows how to make a referral should she have a concern about a child in her care. The childminder has recorded risk assessments undertaken on her home, as well as trips into the local community. This helps to ensure that the environment and her practice are secure. As a result, children are protected from harm.

The childminder shows a reasonable understanding of her responsibility to ensure that the learning and development requirements are met. She has developed open relationships with parents, providing them with relevant information on a regular basis. The childminder has developed sound relationships with other providers, promoting a consistent sharing of information relating to children's care. However, there is a weakness in sharing information related to children's next steps in learning. Therefore, children's continuity of learning is not fully supported.

The childminder has addressed the recommendations raised at her previous inspection, for example, promoting children's good health and developing her knowledge of diversity. She holds regular discussions with parents, taking their views into account and using them to inform any changes in provision. Self-evaluation is satisfactory, reflecting the childminder's reasonable aspirations for quality.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	404256
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	819277
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2009
<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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