

Inspection date	11/01/2013
Previous inspection date	15/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 who have recently come into the childminder's care are happy and play well with the other children in the home.
- Children are beginning to show high levels of independence as they make choices about their play. There is a good range of toys and resources that are appropriate to the ages of the children cared for.
- The experienced childminder has a good understanding of how children learn through play. She plans and provides a broad range of play experiences for all children.

It is not yet outstanding because

- There is scope for the childminder to extend the opportunities for parents to share information from home to contribute to their children's learning.
- There is room to enhance the information from parents at the start of the arrangements on the 'child profile' form to support the childminder to build on the children's current skills more effectively.

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 watched children access toys from the lounge and play in the open plan kitchen and dining area.
- The inspector spoke to the childminder and looked at the documents relating to the well-being of the children and the welfare requirements.

Inspector

Tina Kelly

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her three children, two are adults and one is in the early years age group. They live in St Albans in Hertfordshire. Children do not generally access upstairs other than to use the family bathroom. There is an enclosed garden for outside play. The family have two dogs, and bearded dragons kept in a locked tank.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one early years child on roll, who is cared for on a part-time basis. She operates all year round from Monday to Friday,

except bank holidays and family holidays. The childminder is open five days a week all year, except for holidays.

What the setting needs to do to improve further

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

- expand on the information obtained from parents when children start at the setting so the childminder can build on their previous experiences and achievements
- enhance further the communication with parents to enable them to be fully involved in their children's progress.

Inspection judgements

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

The young children have been in the childminder's care for a very short time. They show a growing confidence as they move between activities that are set out for them and select from a wide range of resources that are stored at a low level in the lounge. Children are keen and curious learners, they are beginning to show good concentration skills. They sit with the childminder and focus on the jigsaw puzzles that are linked to their interests, such as farm animals and transport.

At the beginning of an arrangement the 'Child Profile' document is used to find out about some of the children's abilities, likes and dislikes. However, some aspects of the children's starting points are limited and do not enable the childminder to consistently build on their current skills effectively. Flexible planning promotes the young children's early skills with a broad educational programme based on the children's interests and the prime areas of learning. Information about what the children have enjoyed during the day is shared with parents but the detail of their learning and progress is not consistently shared with parents to enable them to be fully involved in their children's progress.

The childminder provides toys and resources that are linked to the children's interests and stages of development. Children take great pleasure in playing with play dough as there are many different tools and implements readily available for them. This enables the children to practise their cutting, scraping and early writing skills as they make marks and use cutters to manipulate the dough to create shapes and patterns. Children's developing language is well supported as the childminder introduces new words as they play with the dough. She talks about squashing and pressing down to make the shapes with the cutters. The childminder supports their developing skills with praise and thanks as she is handed

various dough 'presents'. She supports the children's sense of achievement and self-esteem to a good level.

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

Young children have developed strong bonds with their carer and her family. They play alongside the other children and are beginning to develop good social skills as they take turns and share with gentle reminders from the childminder. They are well supported in their newly acquired skills by the childminder, who ensures children are able to dress and feed themselves. She develops the early skills that will enable them to thrive in new environments, such as toddler groups, nursery and school.

Children are learning about a healthy lifestyle through everyday routines. Personal care needs are well managed by the childminder. Children wash their hands and help in dressing themselves at nappy change time. Healthy, nutritious snacks and meal are provided in line with family requirements. The childminder uses a diary to share aspects of the children's personal care through the day. Text messages and photos are used to reassure parents new to the setting that their children are happy and settled. Children have many opportunities through the week to practise their physical skills. They are taken to toddler groups and play areas to extend and develop their confidence in a safe environment.

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 for the young children in her care. The childminder reviews her practice by using the internet for up-to-date early years articles. She updates the documents that are in place for the smooth running of the setting on a regular basis. She talks to parents about their views on the service she provides. The childminder has attended a range of training courses throughout her registration. She identifies future training opportunities to enable her to continually review and improve her practice and support for children.

Children's safety and well-being is a high priority. The childminder has the information booklet from the Local Safeguarding Children Board which enables her to seek support and advice. An effective risk assessment process is in place. Areas in the home where the children play, the garden and outings are assessed to identify and minimise risk to the children. The childminder attends the drop-in sessions at the children's centre to enable her to seek support when needed. She liaises closely with the development team from the local authority and has identified future training she wishes to attend as part of her evaluation process. The childminder has established mostly effective partnerships with new parents. They share their views through discussion at the end of the day and the daily diary. The childminder understands the importance of developing links with other early years settings when the children attend to support their learning in her home.

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	123312
Local authority	Hertfordshire
Inspection number	781964
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	15/02/2012
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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