

<b>Inspection date</b>	28/01/2013
Previous inspection date	16/11/2010

<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		3
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 assesses risks to children and ensures that these are minimised through regular checks of her home. As a result, children are able use all areas of the downstairs, including the garden, in their play.
- The childminder understands her role and responsibilities with regard to safeguarding children. Policies and procedures are written and shared with parents to encourage consistency, which promotes children's overall well-being.
- Children talk regularly and confidently with the childminder and their friends. They enjoy opportunities for singing and story time. As a result, their vocabulary is in line with the developmental milestones for their ages and stages of development.
- Children feel safe and secure with the childminder. She provides a caring and welcoming environment, where children have familiar routines and talk regularly about their home life.

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

- The childminder does not consistently plan for the educational programmes to include all areas of learning. As a result, children's development is variable.
- There is scope to ensure that activities are more challenging for older, more able children in order to support them in making the best possible progress.
- Self-evaluation does not always take into account the views of parents and children.

## 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities in the downstairs rooms of the childminder's home.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector looked at a selection of children's records during the inspection.

## Inspector

Jo Rowley

## Full Report

### Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in St Albans, Hertfordshire. The whole ground floor of the house and the rear garden are used for childminding. The family has a dog, a cat and some fish. The childminder attends various toddler groups and she visits the local shops and parks on a regular basis. She collects

children from the local school and pre-school.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions on a part-time basis. The childminder also cares for children over eight years before and after school on a regular basis. She operates all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the National Childminding Association.

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

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

- implement all areas of learning through planned, purposeful play through a mix of adult-led and child-initiated activities.

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

- plan activities and experiences which promote challenge appropriate to the development of children attending
- develop systems for self-evaluation to ensure that the views of parents and children are incorporated.

### **Inspection judgements**

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

The childminder demonstrates an increasing awareness for the Statutory Framework for the Early Years Foundation Stage. She uses observation and assessment to understand where children are in their learning and refers to the 'Development Matters' document to evaluate children's development. However, activities are not consistently planned to ensure that all children reach expected levels of development, across all areas of learning. Children's communication and language is promoted through conversations with the childminder as they talk regularly about what they are doing. For example, as children join in with a play dough activity they share stories of the birds, nests and eggs, which they create together. Additionally, children are encouraged to talk about their families, such as what they did at the weekend, and they show genuine enthusiasm as they join in together singing and dancing to music. Resources are in good condition and are appropriate for the ages and stages of children attending. As a result, children access these independently and make choices about their play. For example, children's imaginations are promoted as they decide to dress up in various outfits.

The childminder carries out visual observations and is able to demonstrate verbally where she believes children are in their learning. She is aware of the children's next steps and has completed a two-year-old progress check review, which she has shared with parents. Children respond happily to the childminder, who encourages them in their communication, language and physical development skills. She does this through activities, such as outings in the local community and opportunities for regular story time. However, the childminder does not consistently plan suitably challenging activities in relation to the more able children. This means that activities sometimes lack appropriate challenge.

The childminder communicates with parents on a daily basis to ensure that they are aware of how their children have spent their time with her. The childminder and parents work together and have built friendships to support children with settling in; as a result, children feel more secure. Furthermore, the childminder encourages parents to share what they know about their child by completing record forms which recognise each child's starting points, enabling the childminder to support children effectively. Children are prepared for transitions to school because the childminder talks to them about their future moves. Additionally, through outings children take part in, they are introduced to the new setting as a way of the childminder supporting their readiness for school.

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

Children are cared for in a warm and friendly environment where the childminder knows them well. Each child has their care needs met equally with the childminder ensuring that she provides for all dietary and specific needs appropriately. Children are settled and have built kind and caring friendships with their peers as well as the childminder. As a result, children benefit from the bonds and attachments they develop. For example, children learn to cooperate as they share resources during an art and craft activity, with children politely asking their peers to share materials.

Children are learning about their own safety because the childminder is consistent in her boundaries. For example, they learn that sitting at the table is important so as not to fall and hurt themselves. They develop an understanding of being healthy as they are encouraged to wash their hands regularly as well as enjoying the regular healthy snacks and meals the childminder provides for them. Consequently, children eat a well-balanced diet.

Children's self-confidence is promoted because the childminder uses regular praise and encouragement, telling them when they do well. For example, as children enjoy a music session where they dance and move around to the music, the childminder tells them how well they are moving. Children are able to feel safe in their environment because the childminder regularly risk assesses her home. She encourages children to learn about safety outside the home as they discuss dangers while walking in the local community. The childminder has some strategies in place to manage children's behaviour, enabling them to know what is expected in the setting, and she encourages them to share resources with each other. The childminder has developed procedures to ensure that

children and parents are happy. For example, each parent is welcomed into the setting to support their child until they feel able to be left and they are encouraged to communicate throughout the day.

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

The childminder safeguards children by ensuring that she is aware of her role and responsibility in meeting statutory requirements. For example, she has a safeguarding policy, which is shared with parents, and she is aware of the local procedures to be followed if a concern is raised. The childminder has completed the required checks to ensure that she is suitable to care for children and she has undertaken further training, such as first aid. As a result, children's overall safety is promoted.

Opportunities for monitoring and evaluating the childminder's practice are developing, with the childminder looking to see where improvements can be made. However, self-evaluation does not currently take into account the views of parents and children. As a result, the childminder does not identify or monitor priorities for driving improvement effectively.

Relationships with parents, carers and others are promoted and the childminder works closely to ensure that they are all consistent. Consequently, this benefits children in the setting. The childminder has established working relationships with other settings delivering the Early Years Foundation Stage and these work well to promote consistency for children who attend two or more settings. An example of this is recently when some children demonstrated an apprehension towards the childminder's new dog. The childminder shared information with pre-school staff, who worked with her to promote children's understanding and acceptance of animals. As a result, children are more comfortable around the childminder's dog and receive a consistent approach to their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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>	123264
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817841
<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>	2

**Name of provider****Date of previous inspection**

16/11/2010

**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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