

<b>Inspection date</b>	01/02/2013
Previous inspection date	03/06/2010

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## **The quality and standards of the early years provision**

### **This provision is good**

- Children make good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities to support their learning.
- The childminder takes positive steps to help new children settle quickly. As a result, they make strong attachments and bonds with her and the family, promoting children's sense of security and belonging.
- The childminder spends time talking to children and uses knowledge gained from specific courses to support their language skills.
- The childminder has effective systems in place to identify future areas for development in order to improve her professional development and build on the quality of the service provided.

### **It is not yet outstanding because**

- Children's self-care skills are not fully promoted during mealtimes and snacks.
- Ways in which the childminder and parents work together to share information about children's learning at home are not fully consistent.

## 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.
- The inspector looked at the development files, which the childminder creates for each child and her planning of activities.
- The inspector observed a range of play activities as well as interaction between the children and childminder.
- The inspector read the parents' comments submitted on questionnaires and references.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and four years in Berkhamstead, Hertfordshire. The whole of the ground floor, a bedroom and bathroom on the first floor are used for childminding. There is an enclosed garden for outdoor play. Access to the childminder's house is via three steps up to the

front door or without steps via the entrance at the rear. The family has a pet cat.

The childminder attends a toddler group and activities at the local children's centre. She visits parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am 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 further improve the quality of the early years provision the provider should:**

- help parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to contribute towards the planning of activities
- involve children in the preparation of food and provide opportunities for them to pour their own drinks.

### **Inspection judgements**

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

The childminder has effectively improved her knowledge of observation, assessment and planning for children's stage of development. She successfully uses a software package to assess children's progress and to record all of their achievements. She uses her knowledge of the Early Years Foundation Stage guidance to support this and to plan interesting activities. This helps children to make good progress in all areas of learning. Parents complete a 'parents' voice' document to help the childminder develop a good knowledge of children's needs and interests. As a result, children's routines and starting points are well known. The childminder is very aware of the need to carry out the progress check at age two years as and when the need arises. She has already discussed this with parents, so that they are fully aware of this legislation. The next steps in children's learning and any potential gaps are clearly identified. For example, she has identified the need to use photographs of familiar events to help children to develop their language skills. Parents are able to contribute to their children's records. The childminder encourages them to share ideas towards their children's learning and development. This helps to keep parents informed and involved. However, this is not always fully consistent, so that achievements obtained at home are routinely shared.

Children enjoy learning in a variety of different places. For example, they regularly take part in purposeful activities at the children's centre, such as messy play and musical sessions. In addition, they regularly meet with similar aged children through a childminding network group. During this time, they take part in interesting planned activities, such as, large group activities, visits to farms, the nearby woods and museums. This means that children benefit from being in different environments and learn about the world around them. It also helps to prepare them for future transitions, such as attending other settings or school. The childminder understands that young children benefit from being active in their play and learning. She provides many opportunities for them to investigate and express themselves through using different resources. For example, she provides interesting sensory resources, such as coloured shaving foam, which is used for creating drawings and marks. In addition, a low-level table creates an area for table top games or drawing.

Children display good characteristics of effective learning as they freely help themselves to the wide range of resources available. They enjoy imaginative play, such as dressing-up and exploring play figures. Children use their imaginations as they dress-up in favourite outfits and this promotes their co-ordination skills. Clothes to reflect different communities are included in the role play outfits. This helps children understand about diversity. Positive interaction by the childminder supports children's language development. She consciously asks open-ended questions to help children think and to make connections in their learning. She engages children in discussions during their play. For example, discussions take place during children's play and young children attempt to repeat what the childminder says to them. She has knowledge of the 'Every child a talker' programme and is currently reviewing aspects of this to further support children's language development. Children are provided with activities that enable them to count and sort objects in their everyday play. For example, they enjoy creating constructions using train tracks and completing jigsaw puzzles. In addition, children enjoy baking and growing items in the garden. This introduces them to a range of mathematical concepts. Books are easily available and children are taken to the library on a regular basis to choose their own books. Stories are regularly read and enjoyed by children, which engages their attention. This means that opportunities to develop children's interest in reading are well supported. Overall, children are making good progress in their development and are gaining many skills to help them in the next stage of their learning.

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

Children feel very secure with the childminder as she ensures that she obtains detailed information from parents about their likes and dislikes and home routines. Some minded children have been in the care of the childminder since they were babies. This helps long-term relationships to be established and supports children to feel safe and secure. Settling-in procedures are flexible and time is taken to ensure individual routines are well known. This helps new children to settle easily into the childminder's home. Photographs of all children attending, are displayed in the hallway. This contributes effectively to children feeling a sense of belonging. Children, who have been attending for some time are confident and show good levels of self-motivation. They easily access resources to engage actively in play of their choice. Some boxes are clearly labelled with labels and

pictures, so that children can identify the contents.

Positive steps are taken to help children to understand how to keep themselves and their friends safe. For example, they are encouraged to tidy up toys from the floor when they are no longer engaged in the activity. Praise is provided for all tasks, which means that children develop good levels of self-esteem. Children behave well because they are busy in their play and there are clear boundaries in place. Children's physical development is effectively promoted. For example, they regularly play outdoors, use local parks and visit an indoor soft play activity centre. This means that they can take safe risks during their play and practise their physical skills. Transitions to school are well supported. For example, the childminder takes time to ensure that children can practise skills, such as putting on their own coats and shoes. Photographs of the names of local schools and low-level pegs for personal belongings contributes to transitions being well supported.

Children are encouraged to develop healthy eating habits and the childminder takes positive steps to include them in developing a healthy lifestyle. For example, they help to bake healthy food, such as cheese scones. In addition, the introduction of growing vegetables and fruit in the garden, creates further opportunities for discussions about healthy eating. The childminder uses fresh ingredients to provide meals that are appealing and nutritious for children. Meals are eaten at the table and social skills are effectively encouraged. However, there is scope to involve children more fully in the preparation of these, so that their independent skills are further developed. For example, children have limited opportunities to make choices about the drinks being offered or to pour their own drinks. The childminder successfully helps children to settle for sleep or rest. For example, she speaks soothingly to them, explaining that she is nearby if comfort is needed.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She has recently updated her safeguarding knowledge and is fully aware to the procedures to follow if she has any concerns regarding children's welfare. Related policies have been reviewed and shared with parents. Effective steps are taken during all routines to ensure that children are as safe as possible at all times. Children are always within sight or sound at all times. They are kept safe because the childminder ensures that her home is as safe as possible at all times. For example, the front door is kept secure and safety gates to prevent access to the stairs are used.

The childminder has a secure understanding of assessing children's learning and stages of development. She has a detailed procedure in place to identify children's achievements and knows what she needs to do to support their next steps for learning. The childminder regularly evaluates her provision through a detailed self-evaluation process. The childminder values the benefits of partnership working and recognises the need to consistently involve them in planning activities. Views of parents and children are obtained through discussions and questionnaires. Plans for the future include the development of the garden, so that children's learning and development are further promoted. Parents speak highly of the childminder regarding the care and learning their children receive. For

example, they state that their children enjoy coming to the childminder's home, they value the activities offered, such as rhyme time. Several state that the childminder is dedicated and professional.

There is evidence to confirm that the action raised at the last inspection was immediately addressed. For example, prior permission from parents for the administration of medication is now routinely sought when needed. Since the last inspection, the childminder has attended several training courses to develop her working practice. She has also recently successfully completed a recognised childcare qualification. This further contributes to her professional knowledge. In addition, she has recently attended a workshop related to using music to promote children's overall development. She is in the process of developing ideas on how to use the knowledge gained with children in her care. She is an active member of a local childminding network group and values the service this provides to her professional development. She is aware of the need to share information with other providers, where children may attend in the future, so that there is a continuity of care and learning. The childminder is not caring for any children with special needs and/or disabilities. However, she is very aware of the need to work with other professionals, who offer specialist guidance as and when the need arises.

### 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

<b>Unique reference number</b>	EY403437
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	875228
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/06/2010
<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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