

Inspection date	01/03/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	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

- Children are happy and settled because of the close relationship developed between them and the childminder.
- Babies and toddlers feel safe and secure because the childminder provides them with a routine which they are familiar with.
- The childminder carries out regular risk assessments and practises emergency evacuation so that risks to children are minimised.
- Children are becoming confident communicators because the childminder joins in with their play and encourages them to repeat sounds and words.

It is not yet good because

- Information about children's interests and their progress at home is not effectively shared between the childminder, parents, nursery and school to ensure that children's development is fully supported in all areas of learning.
- The childminder does not always consistently use observations and assessments of children's learning to better inform planning. This means that, sometimes, children are not always sufficiently challenged.
- Older children are not always given opportunities to participate in creative activities using a variety of different materials to develop their imaginative and critical thinking skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked around the house and garden.
- The inspector looked at a selection of the childminder's policies and procedures. She also looked at the children's personal records and their learning journals.
- The inspector discussed children's progress and self-evaluation with the childminder.
- The inspector observed children in their play.

Inspector

Suman Willis

Full Report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in St. Albans, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends activities at the local children's centre. She visits the shops and park on a regular basis. Children are also taken on outings to museums using public transport. The childminder collects children from the local nursery and schools.

There are currently five children on roll. They are all in the early years age range and one is at full-time school. They attend for a variety of sessions. The childminder operates all year round offering care from 8am to 5.30pm, 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:

- ensure information about children's progress is consistently shared between all those involved in their care, enabling everyone to fully support children in all areas of learning.

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

- use observations and assessments more effectively to inform planning to ensure that younger children consistently make good progress in their learning and development
- provide more resources which offer further learning opportunities for older children to enable them to be more creative and which help develop their critical thinking skills.

Inspection judgements

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

The childminder understands the basic principle of how children learn and can provide activities and experiences that generally promote their learning and development. However, observations and assessments are not always consistently used to inform planning to fully promote children's progress in all areas of learning. This means that, at times, children are not sufficiently challenged to make better progress according to their age and stage of their development. The childminder is aware of the progress children are making and is beginning to use 'Development Matters in the Early Years Foundation Stage'. She has started to use this information to complete the two-year-old progress check review. However, the childminder is inconsistent in providing opportunities to share information with parents, nurseries and schools. Therefore, children are not fully supported in their learning and development in all environments.

Toddlers and young children are developing their communication and language skills as they point to familiar objects and say what it is. For example, as they play with plastic spiders children say 'Hello spider'. Their concentration is sustained because the childminder joins in and extends their language skills. Toddlers mimic the childminder and are learning to vocalise by making animal sounds as they roar whilst holding a lion. They are learning to say familiar words, such as 'car'. Children follow instructions well as they are carefully guided by the childminder who suggests different ideas. They manipulate beads of different shapes and sizes as they move them around the wires and are praised for their achievement. Toddlers happily post balls through holes and watch carefully as they return through the tubes. This means that they are learning about the consequences of their actions. Toddlers use the low-level furniture to pull themselves up and walk around with ease, manoeuvring their way carefully around the furniture and toys. They are all becoming independent learners as they make choices from the various age-appropriate toys available to them.

Older children engage mostly in child-initiated activities and play with the younger children. They are offered a variety of activities and resources which generally promote their learning and development. Children confidently attempt more complex jigsaw puzzles with the support of the childminder and have supervised access to writing and drawing materials. However, they have limited opportunities to use resources to participate in imaginative and creative activities. Therefore, children's ability to extend their critical thinking skills are not promoted as well as possible.

Overall, children are making appropriate progress in their learning and development and are gaining skills to help them prepare for the next stage of their learning.

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

Parents provide valuable information about their children's routine and care needs prior to them starting with the childminder. This enables the childminder to provide suitable care and meet children's individual needs appropriately. Children are happy and settled due to the good relationship and bond developed between them and the childminder.

Children are learning to care for others as they comfort upset toddlers by stroking their arms gently. Toddlers and younger children play well alongside each other. They

occasionally play together and learn to share. All children behave well as older children support younger children under the watchful eye of the childminder. Children's independence is promoted as they move around the lounge freely accessing age-appropriate resources. Older children are encouraged to select their own games and puzzles from the range stored in the hall. Children learn about their community as they visit local shops, schools and groups.

Children are suitably safeguarded because the childminder demonstrates a sound understanding of what to do should she have any concerns. They stay safe as the childminder routinely carries out regular risk assessments and practices fire drills. Children are learning about road safety as they routinely walk to and from school. They are learning to manage their needs independently as they help themselves to water. Children are provided with healthy snacks and lunches. For example, they sit at the table and eat sandwiches and grapes for lunch. Children have regular fresh air and resources, such as ride-on toys and ball games in the garden, to promote their health needs.

Children are familiar with the local nursery and school. The childminder also takes younger children to toddler groups and on visits to other childminders. This helps prepare young children for their transition to nursery and older children for school.

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

The childminder continues to develop her knowledge and skills about how children learn. She has attended courses, such as 'Every Child a Talker' and 'Revised Early Years Foundation Stage'. The childminder has a suitable drive for improvement; she is beginning to evaluate her practice and seeks parents' views by using questionnaires. She is also beginning to evaluate how she monitors the educational programmes. The childminder has started to implement recommendations from the previous inspections. For example, she is beginning to identify children's progress by making basic observations and assessments.

Children are suitably safeguarded because the childminder demonstrates a sound understanding of protecting children and has recently attended training in this area. All adults in the house are vetted to ensure that they are safe to be around children. Documents to promote children's health are appropriately used. For example, permission from parents for outings and the administration of medication has been obtained. The childminder has up-to-date first aid training to ensure that she can administer emergency aid if required.

Relationships between the childminder and others involved in the children's care suitably promote children's learning and welfare most of the time. The childminder understands the significance of involving them and outside agencies to seek appropriate support should the need arise.

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 action. 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	123348
Local authority	Hertfordshire
Inspection number	876143
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/04/2010
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, which are usually the childminder's 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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