

## **Inspection date**

07/03/2013

Previous inspection date

08/03/2010

## **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 enjoy being creative. The childminder provides activities to sustain their interest, for example, designing cards for Mother's Day.
- Children are polite, friendly and helpful. Older children are very supportive of younger children.
- There is a good relationship developed between the childminder and the children. This means that children are happy and settled.
- Children's confidence is promoted as the childminder consistently offers praise and encouragement.

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

- Partnership between parents and childminder is not consistent in fully promoting children's individual needs.
- Monitoring and planning interesting and challenging experiences are inconsistent in ensuring that children continually make good progress in all areas of learning.
- Self-evaluation is not effective in identifying strengths and weaknesses and mainly focuses on previous actions and recommendations. This means that the childminder is inconsistent in prioritising improvements that benefit children's 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
- 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 observed children in their play and activities.
- The inspector looked at the childminder's policies and procedures. She also viewed the children's records and their learning journals.
- The inspector talked to the childminder about how she monitors children's progress and evaluates her practice.

## Inspector

Suman Willis

## 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 and three adult children in a bungalow in St. Albans, Hertfordshire. The lounge, conservatory and the rear garden are used for childminding. The family has a dog as a pet.

The childminder visits the shops and park on a regular basis. She collects children from the local nursery and schools. There are currently five children on roll, two of whom are in the early years age range. They attend for a variety of sessions. The childminder operates all year round offering care from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- strengthen the partnership with parents to ensure that children's individual needs are consistently met to fully support their learning and development.

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

- consistently offer children a more varied range of interesting and challenging experiences to help develop their critical thinking and mathematical skills
- further develop the use self-evaluation to identify strengths and weaknesses so that improvements to practice are prioritised.

## Inspection judgements

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

The childminder has a satisfactory understanding of how children learn. She uses appropriate methods to help children make sufficient progress. However, planning and organising a broader range of interesting and more challenging experiences to promote children's critical thinking and mathematical skills are not fully explored. This means that children are not consistently making good progress in all areas of learning. The childminder is beginning to use 'Development Matters in the Early Years Foundation Stage' guidance to identify children's stage of development and has implemented children's

journals to enable her to monitor their progress and plan for their next steps. She demonstrates a sound understanding of completing the progress check at age two. The childminder generally works well with parents, although the relationship is less successful in sharing accurate and precise information to fully support children's learning and development.

The childminder observes children and joins in with their play encouraging and extending their learning. Older children use language well to communicate their needs and to express what they are doing. They are beginning to recognise some letters as the childminder asks if they would like to write their names on their card. Children are developing good hand control as they use a variety of tools to draw pictures. They enjoy being creative as they use glitter pens, colouring pencils and stickers to make their 'Mother's Day' card. Their interest is sustained because the childminder engages with them talking about their picture. Children recognise some numbers and shapes when using puzzles. However, children are not fully challenged as there is limited discussion about numbers, shapes and volume. They confidently use electronic equipment as they play with musical toys.

Younger children confidently express their needs as they point to what they want, knowing that these will be met by the childminder. They are beginning to say some familiar words. For example, they say 'door' as they ask for the playhouse door to be opened. Children are learning to manipulate and understand shapes as they play posting games with the shape sorter while being supported by the childminder who helps them. They show interest in using small scissors at the table as they are shown how to by the childminder. Children learn to climb safely onto the furniture and move around the house with ease under the supervision of the childminder.

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

Parents provide appropriate information about their children's routine and care needs prior to them starting with the childminder. Therefore, the childminder is suitably prepared to meet children's individual needs. Children have settled well, taking into account that they have only been with the childminder since January. This is due to the calm and caring environment that the childminder provides. Children are content in the childminder's care because of the good relationship developed between them.

Children's independence is promoted as they are given options and encouraged to make choices from the range of toys readily available for them. These are effectively stored in the conservatory in clear plastic boxes. They are learning to share and take turns as they use glue sticks, scissors and colouring pens to create their pictures. Older children are kind and help younger children to participate in all activities. For example, older children encourage younger children to sit at the table and say 'That's good' and 'You can do it'. Children learn about other cultures and beliefs through play and books. They learn to care for the environment as they plant flowers and vegetables in the garden.

The childminder has a sound understanding about protecting children and knows what to do should she have any concerns. She has developed her risk assessment procedures to enable her to ensure that all areas are checked daily and children continue to stay safe. Children are involved in emergency evacuation procedures so that they know what to do should the need arise. They develop road awareness to stay safe as they walk to and from school. Children's health needs are suitably promoted as they eat packed lunches provided by parents. They manage their own needs as they help themselves to drinks. Children have regular fresh air and exercise to promote their health needs as they regularly use a well-resourced garden, such as a trampoline and ride-on toys.

Children are familiar with the local school and nursery and visit groups within the community. This enables them to understand how to behave in different places and prepares them for transition to nursery and school.

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

The childminder uses the internet to gain information about how children learn, especially the changes to the Early Years Foundation Stage. The childminder is beginning to evaluate her practice and verbally seeks the views of parents. She has addressed recommendations from the previous inspections. For example, the childminder has implemented a risk assessment procedure to ensure that all areas used by children are safe. However, improvement focuses on previous actions and recommendations rather than identified priorities from evaluation. For example, the targeting of her professional development as a priority so that children consistently make good progress has not yet been fully identified.

Children are appropriately safeguarded because the childminder ensures that all adults are suitably vetted to be around children. She has updated her knowledge and understanding of child protection and shares this information with parents to ensure children continue to stay safe. Documents to keep children safe are well-maintained. For example, the childminder has up-to-date policy in mobile and camera use. The childminder has knowledge of first aid to ensure that she is able to administer emergency aid if required.

Relationship between the childminder and others is generally good in ensuring that the individual needs of all children are suitably met. Procedure for working in partnership with other agencies is being developed to ensure that intervention to support children is appropriately provided 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

<b>Unique reference number</b>	123274
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	876142
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/03/2010
<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, 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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