

Inspection date	12/03/2013
Previous inspection date	04/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder effectively uses all available information about each child's needs. This ensures that learning opportunities are tailored to support their good progression.
- The childminder builds firm attachments to the children in her care. This supports them to feel confident and secure in her home.
- The childminder develops effective partnerships with parents. This ensures that children's well-being and learning are effectively promoted.
- The childminder effectively plans a wide range of appropriate and interesting activities, which children enjoy. This successfully encourages their interest and participation. As a result all children make good progress in their learning.

It is not yet outstanding because

- The childminder does not always help children to fully develop their understanding about health and personal care in relation to pets.
- The outside play area lacks some visual stimulation and particular resources, such as text and opportunities, for children to further investigate their very good understanding of the natural world.

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 observed children taking part in activities in the living room and conservatory, which are the main areas used for play, and viewed the outdoor play area.
- The inspector looked through a range of documentation including the childminder's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the childminder and interacted with childminded children.
- The inspector took account of the views of parents recorded in recent letters to the childminder.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Wych, Sawbridgeworth, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has three cats as pets.

The childminder attends a toddler group and some activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools.

There are currently 12 children on roll, two 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 7pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- extend children's understanding of health and self-care with regard to pets
- review organisation of the outdoor learning environment to ensure that it offers children learning opportunities, by providing stimulating visual resources and text which encourage exploration and investigation of the environment.

Inspection judgements

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

The childminder has appropriately high expectations of children, which are based on regular observations and assessments undertaken by her. She obtains important information about children from their parents prior to their start date and ongoing during their placement with her. This information is used to good advantage by the childminder, as a result, planned learning opportunities are precise and tailored to support every child to meet their full potential. Therefore, children are assured of an educational programme which is appropriately challenging, stimulating and interesting. This results in children making good progress towards the early learning goals and gaining skills to help them in their next stage in learning. The childminder uses effective teaching methods, which encourage participation and support children to make good progress towards the early learning goals. Parents are provided with regular information about their child's

achievements and next steps in learning. Consequently, they are consistently updated with specific details about how they can continue their child's learning at home.

Children show a strong sense of security in the care of the childminder. This is supported by the good organisation of her home, which means that children can make safe, independent decisions about what they would like to do next. Consequently, opportunities for children to explore, investigate and learn in the indoor environment are well embedded. However, those who show a preference for the outdoors have less opportunity, to participate in and extend their learning about the natural world as resources and text do not fully support this outside. The childminder enhances learning opportunities by allowing children sufficient time to think before speaking and showing her interest in what they have to say. She also reinforces learning by consistently repeating correctly, words spoken by young children. During play children show an interest in shapes, for instance, successfully matching puzzles by identifying a range of patterns on the back of each piece. Children recognise that sometimes they need support from others and, at times, confidently ask the childminder for help. This is sensitively provided, for example, through discussion about the shape of each puzzle piece. This allows children to further develop their problem solving skills. Children have fun with the childminder as they extend their language skills. For example, they show their amusement when she asks them if dinosaurs live on a farm, responding emphatically, 'No, they don't live on a farm'. Demonstrating their growing understanding of the world they tell the childminder that a 'tractor lives on a farm', explaining 'the tractor don't work, can't drive it'. Children enjoy a range of activities organised by the childminder, which support their progress in mathematics. For example, sorting and matching small world play animals into categories and using language, such as big and small. There is access to programmable toys, which allows children to interact and develop their understanding about age appropriate equipment.

All children benefit from opportunities to take part in outdoor play in the childminder's garden and local parks. This means that they spend time in the fresh air and enjoy energetic play, developing physical skills. Children move freely with pleasure and confidence in a range of ways, such as rolling, climbing and jumping.

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

The childminder provides a warm and homely environment, which effectively helps children to cultivate strong bonds and attachments. As a result, they form positive relationships with the childminder, which they clearly show in their warm interactions with her. This demonstrates children's strong sense of belonging and contentment in an environment where they are well cared for. The childminder holds discussions with parents prior to children's placement. This allows them the opportunity to provide important information about their child's individual needs and development. As a consequence, children are effectively supported in their transition from home. Thorough ongoing communication with parents means that the childminder can offer care, which is consistently based on current information about children's personal needs. Behaviour management ensures that children are provided with very clear and consistent

boundaries. This, in turn, helps them to learn what acceptable behaviour is. The childminder also encourages children to learn about keeping safe as she encourages them to think about their actions, for example, climbing on a window sill. Children show their pleasure at the praise and encouragement given by the childminder, which successfully promotes their confidence and self-esteem. Children can easily access a, generally, broad range of safe and stimulating toys, which interest and involve them in learning.

The childminder effectively supports children to develop their understanding about the importance of physical play and a balanced diet. They enjoy being out in the fresh air every day and have fun taking part in vigorous physical play in the garden or when visiting local parks. The childminder offers a range of healthy snacks, such as fresh fruit or vegetables, which children enjoy. Children are encouraged to wash their hands before meals, after using the toilet and outdoor play. This teaches them that thorough hand washing means that their hands are germ free. However, on occasion, learning opportunities are missed to further extend and build their understanding of the importance of self-care and personal hygiene. For example, hygiene practice in relation to the childminder's pet cats is inconsistent.

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

The childminder demonstrates a clear understanding about child protection and how to safeguard children in her care. For example, she has carried out a risk assessment of her home. This has helped her to identify and minimise risks to children in her home, garden and on trips out in the community. The childminder holds a current paediatric first aid qualification. This means that in the event of an accident she can provide emergency treatment for children in her care.

The childminder has a proficient understanding of how to meet the learning and development requirements. She consistently monitors and evaluates children's learning, which effectively supports their good progress. The childminder effectively initiates discussions with parents, which ensures that they are kept well informed about their child's achievements. An informative noticeboard provides parents with further details about some of the key procedures that are implemented at the setting, such as the emergency evacuation plan and how to contact Ofsted should they have a concern. Parent feedback describes the childminder as 'flexible' and 'supportive'. They feel that the childminder provides a 'wonderful environment for children' and report that they 'have recommended her to other parents'. The childminder's service is inclusive, which ensures that all children are supported to reach their full potential. Partnership with other providers of care and education effectively contributes towards children's well-being and future transitions. There are currently no children who attend other settings in parallel. However, the childminder demonstrates a good understanding of how good partnerships promote continuity of care and learning.

The childminder consistently reflects on her practice. For example, she actively seeks the

opinion of the parents and children using her service. This gives her valuable feedback about her performance, which in turn helps her to effectively identify and target areas for improvement. This ensures that the service she provides is consistently developed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	123687
Local authority	Hertfordshire
Inspection number	876148
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	04/09/2009
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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