

Inspection date	14/05/2013
Previous inspection date	07/12/2010

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 successfully builds firm attachments with the children in her care, enabling them to feel confident and secure.
- Accurate observation, assessment and planning means that the childminder is able to meet all children's needs effectively.
- Partnerships with other providers of care and education make a strong contribution towards effectively meet children's individual needs.
- The childminder's good understanding of child protection means that children are kept safe in her care.

It is not yet outstanding because

- There is scope to improve opportunities for children to consistently develop their understanding about age appropriate information communication technology equipment, such as computer software.
- There is scope to improve partnership working through consistently sharing information, which helps parents support their child's learning and development at home.

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 on the ground floor of the childminder's home.
- 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 minded children.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house with one teenage child in Sawbridgeworth, Hertfordshire. The ground whole of the ground floor and bathroom on the first floor are used for childminding. Outdoor play is accessed through the use of local parks. The family has a pet cat.

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

There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- review and further improve children's opportunities to explore and operate information communication technology equipment, such as computers, programmable toys or torches in order to consistently develop their understanding about age appropriate equipment and computer software
- develop information provided to parents about children's learning to ensure that it consistently includes specific details about how they can continue learning at home.

Inspection judgements

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

Consistent information gathered through observation and assessment ensures that planning is accurately based on children's current development stages. As a result, the childminder has appropriately high expectations of children in her care. Teaching techniques used by her are based on a good understanding about learning through play and exploration. This supports children to make good progress towards the early learning goals, and ensures that they are ready for their next stage in learning. Good

communication with parents means that the childminder is able to effectively maintain current information regarding children's changing care needs. However, there is scope to improve partnership working to ensure parents are provided with consistent information to help them support their child's learning at home.

Children are enabled to lead their own play and have appropriate space to undertake activities of their choosing. As a result, they successfully engage in learning based on what interests them. The childminder sensitively interacts with children during play providing appropriate ideas and prompts, which supports their learning. For example, she suggests that finding all of the yellow pieces is a good way to start a puzzle. Children show satisfaction at meeting their own goals, proudly showing the childminder what they have achieved. Demonstrating their clear understanding of how to follow instructions children enthusiastically help to tidy away resources before lunch time. Children are encouraged to learn together and from each other. For example, each child is very keen to count out loud how many play dough cakes they have made, showing early mathematical understanding.

The childminder supports children to extend play ideas using resources and their imagination. As a result, they begin to represent their own experiences helping them to develop ideas. For example, they confidently lead play, telling peers that they must not eat the pretend cakes because 'they have not been in the oven'. Children are supported to learn about quantity, for example, they explain that they need one more chair to build a pretend oven. Children work cooperatively together carefully working out how to carry a tray containing their play dough cakes across the room. Children's understanding of the world is supported because they are encouraged to take part in role play, talk about their experiences and people who are familiar to them. For example, they tell the childminder that they went to the shops with nanny and brought baked beans. However, opportunities for children to develop their understanding about age appropriate information communication technology equipment and computer software are inconsistent.

Children enjoy daily visits to local parks where they are able to spend time in the fresh air. They are provided with opportunities to develop social skills during regular visits to toddler groups and the local children's centre. This also gives them the chance to access large play equipment, helping them to develop physical skills, such as balance.

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

Children are cared for in a warm and welcoming environment, which supports a feeling of security and belonging. They develop firm attachments to the childminder, which are clearly shown through their interactions with her. The childminder ensures that children are well prepared for transition into her care, helping them to feel safe and secure. Appropriate information is collected from parents prior to children's start date, including dietary requirements, routines. Ongoing communication is actively promoted by the childminder and all required permissions are in place. This ensures that she is able to provide care based on children's individual care needs.

Children are provided with consistent boundaries by the childminder. As a result, they are supported to learn about what is acceptable behaviour. Children's achievements are recognised and acknowledged by the childminder, which helps them to feel valued and respected. Children are consistently helped to learn about how to keep themselves and other safe. For example, during role play the childminder talks to children about being careful when they are near a hot oven.

The organisation of the childminder's home promotes safe independent play and learning. As a result, children are able to move around freely accessing toys and resources. More able children are encouraged attend to their own personal needs. For example, they take themselves to the toilet and help themselves to a drink when they are thirsty. Young children are supported to stay healthy, for example, the childminder reminds them to have a drink, which ensures that they remain hydrated. Children's well-being is promoted by the good range of home cooked meals the childminder provides, using fresh ingredients. Daily routines further support children's good health, for example children know that washing their hands 'gets rid of germs'. Physical exercise is promoted through trips out to local parks and when accessing large play equipment. This encourages children to learn about how to maintain a healthy lifestyle.

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

The childminder demonstrates a very clear understanding about her responsibility to safeguard children in her care. She has undertaken child protection training and knows how to make a referral should she have any concerns. The childminder regularly undertakes risk assessment of her home and trips out into the local community. As a result, she can identify and successfully minimised risks to children. The childminder has completed paediatric first aid training, which supports her ability to care for children in the event of an accident.

The childminder demonstrates a good knowledge and understanding of how to meet the learning and development requirements. Children's learning is monitored and evaluated by the childminder on a regular basis, which ensures that their good progress is well supported. Partnership with parents is supported through generally good communication, which ensures that parents are aware of how their children have spent their time and some of their achievements. Parents report that their children have great fun while learning. They feel that their children have come on in 'leaps and bounds' and 'their confidence has grown'. In addition parents report that the childminder has been a 'great source of information and support' to them. The childminder has developed very good partnerships with other providers of care and education children attend in parallel. This effectively supports children's continuity of care and learning, promoting future transition.

The childminder regularly reflects on her practice, supported by the views of children, parents and other professionals. This adds breadth to her self-evaluation, which accurately identifies strengths and areas for future improvement. In addition, the childminder has successfully implemented identified areas for improvement raised at her last inspection.

This demonstrates her commitment to consistently drive improvements within her service.

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	EY334915
Local authority	Hertfordshire
Inspection number	820632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	07/12/2010
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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