

Inspection date	12/06/2013
Previous inspection date	13/10/2008

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

- Children receive high levels of consistency in their development and learning because partnerships with parents and other providers are well-established and contribute strongly to meeting children's needs.
- Children are happy, confident and sociable with the childminder and her family in her home. All children make very good progress in their learning and development as they enjoy the activities provided by the childminder.
- Children are confident communicators as the childminder skilfully extends their language development through appropriate questions and by introducing new words.
- The childminder gives high priority to the safety of children in her care. Children's good behaviour shows they feel safe and secure.

It is not yet outstanding because

- Opportunities for children to further explore their interest in the natural world are not fully supported.
- There is scope to improve self-evaluation in order to ensure that the good quality practice already achieved is sustained and consistently improved upon.

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 the childminder and assistant interacting with children throughout the inspection within various rooms of the childminder's home.
- The inspector looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.
- The inspector examined a selection of information and documentation relating to the children's safeguarding, welfare and developmental progress.
- The inspector spoke to the childminder, the assistant and the children at appropriate times throughout the inspection.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in a house in Hertford Heath, Hertfordshire. The whole of the ground floor the rear garden are used for childminding. The family has no pets.

She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, of whom, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She works with an assistant and 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:

- enhance opportunities for children to further explore their interest in nature, for example, by introducing magnifying glasses or binoculars
- build on current systems to evaluate and monitor the provision to ensure that the good practice already achieved is sustained and continues to improve and support children's achievements over time.

Inspection judgements

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

The childminder is skilled in engaging children in play and learning. This helps children to be motivated and interested which enables them to make very good progress. For example, while children are exploring the play dough, the childminder chats to the children and they discuss the colours, shapes and smells. Children make their own decisions about what colour and if they need a roller or cutter. They are enthusiastic about learning because they receive praise and recognitions for their achievements. For example, making a model from play dough and explaining that it is a plug for the sink 'so the water doesn't go down'. The childminder responds with praise and the children extend this further by asking if they need to wash their hands after this. Children cheerfully help the childminder to put the activity away, remembering all the little pieces because 'they dry up' if not put back in the pot.

Children learn through play activities which the childminder plans and provides ensuring that all the areas of learning are covered. Young children are making very good progress in the prime areas of learning. They communicate well, are confident and have good physical skills. Good partnerships with parents ensure that children quickly settle into the childminder's home. Parents are engaged in their children's learning. For example, the arrival of a new scooter prompts children to want to have a go. Parents are contacted and deliver children's safety helmets to enable the child to learn to ride the scooter. Parents are well informed about their children's progress through the childminder's detailed observations and assessments of children. She records this information with photographs and annotations. She competently completed the progress check at age two for the children, working in partnership with all adults involved with the children.

Incidental opportunities to expand children's learning are recognised, for example, the appearance of a buzzard in the garden prompted children to go and see this unusual visitor. Children making a heart shape from play dough are asked if they remember the name of the stethoscope from the earlier activity. Children remember the name and commented that they were listening to each other's hearts beating. These links between activities are good in supporting children's understanding and memory as well as mastering new vocabulary.

Children regularly participate in physical exercise. They walk or take the bus to shops, parks and play areas. They regularly use balls and wheeled toys in the garden. The provision of a broad range of tools and equipment, are developmentally appropriate and suitably challenging for the children, enabling them to develop their physical skills and abilities.

Children have a particular interest in the natural world and enjoy learning about nature and creatures. However, further opportunities for children to explore the smaller creatures and look closely at seeds and seedlings are restricted as the children do not have access to equipment, such as, magnifying glasses or binoculars to extend their understanding and interest.

The high levels of confidence, self-esteem and independence displayed by the children ensure that they are ready for the next stages in their lives and will move on to nursery and school with the skills they need to be effective learners.

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

Children are very happy and self-confident in the childminder's home. They have formed strong and appropriate bonds and attachments with the childminder, her family and the other children.

Children show that they feel safe and secure in the setting. They confidently move between the kitchen and lounge choosing toys and equipment. They competently step up onto the stool at the sink to wash their hands before snack time. Very young children clean their own face and hands with wipes, showing that they are competent in their self-help skills appropriate to their age. The childminder supports this by only intervening if

asked; this gives the children the time to try for themselves, promoting their self-esteem and independence. Children are competent at managing their personal needs relative to their age. This is due to the childminders good skills in supporting children's independence. Children show good levels of independence especially in personal care tasks, such as, toileting and dressing. Children's behaviour shows that they feel safe in the childminder's home. The childminder effectively supports children's competencies in managing their own needs.

Children demonstrate a good understanding of risk through activities which encourage them to explore the environment. For example, they learn to use tools, such as, scissors safely and they use large equipment in the garden and local parks and learn how to climb, slide run and jump safely. When on outings, children learn about road safety and the childminder gives clear messages to the children to ensure they understand why safety is important.

Care practices are strong and support children's emotional well-being and welfare. The childminder provides a good variety of activities which support children's understanding of healthy eating. For example, children regularly join in the planting of flowers, fruits and vegetables in the garden, learning about healthy foods which further encourage children to adopt a healthy attitude towards their diet.

The childminder provides a stimulating, well-resourced and welcoming environment. Children settle well into the setting as the childminder works closely with parents to ensure that she has a good knowledge of their likes and dislikes, health needs and abilities of the children from the start.

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

The childminder displays a good understanding of the learning and development requirements in the Statutory framework for the Early Years Foundation Stage. She provides a wide range of activities and resources that enable children to make good progress in all seven areas of learning. She effectively monitors the activities she provides to ensure that children receive a broad range of experiences which enable them to make very good progress towards the early learning goals.

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements. She has updated her training and knowledge to ensure that children are safe. All adults working or living in the home have been checked to ensure that they are suitable to be near children. Her assistant holds a first aid qualification and is fully aware of the childminder's procedures which protect children. The childminder conducts regular fire evacuation drills and risk assessments of the premises and any outings to ensure children can play in safety.

Partnerships with parents and other providers are well-established and contribute strongly to meeting children's needs and ensures that any interventions are secured early. The childminder works with other professionals, sharing relevant information confidentially and

enables children to receive consistency in their development and learning. For example, the childminder works closely with the parents and other professionals when completing reviews of children's progress. This supports children, as it makes sure that they receive coherence wherever they are.

The childminder's processes of self-evaluation are good. There is scope to build on current systems of evaluating and monitoring to ensure that the good quality practice continues to improve and support children's progress over time.

The childminder is sufficiently ambitious about improving the setting. For example, she updates her knowledge and training on a regular basis and she has made significant improvements to her practice since the last inspection. This has resulted in the childminder enhancing the monitoring of children's progress across all seven areas of learning. She appropriately uses this information to identify and provide for children's next steps in their learning, taking into account their age and stage of development. She gives priority to the prime areas of learning for children under three-years old and appropriately tailors activities to meet children's individual learning needs.

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	123954
Local authority	Hertfordshire
Inspection number	876152
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	13/10/2008
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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