

<b>Inspection date</b>	09/07/2013
Previous inspection date	03/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The childminder has excellent knowledge of the Statutory framework for the Early Years Foundation Stage. She is meticulous in tracking children's development and consistently offers enriching and challenging learning so that all children make very good progress.
- The childminder expertly and sensitively joins in with children's play, fitting in with their ideas and encouraging the children's positive attitude to learning through exploration.
- The childminder is highly motivated and continually seeks out new ideas and activities to build on children's interests and extend their learning experiences. This means children are eager and enthusiastic about all aspects of learning.
- Excellent partnerships ensure children are independent and well prepared for school. The sharing of progress records with the next setting supports a truly seamless move to the next stage of learning.
- The childminder fully promotes children's care and learning to the highest standard because of her drive and determination to improve her practice through continuous professional 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 observed activities in the conservatory, garden and kitchen, and conducted a joint observation with the childminder.
- The inspector and the childminder had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder and through a short discussion.

## Inspector

Alison Reeves

## Full Report

### Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and three children aged 15, 12 and four years in a house in Bishops Stortford, Hertfordshire. The childminder uses most of the house and the rear garden for childminding.

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

There are currently four children on roll, all are in the early years age group and attend for a variety of sessions. She is open all year round from 7am to 6pm, Monday to Friday except for family holidays.

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

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

- enhance the excellent opportunities in place for children to make independent choices by making resource boxes more easily identifiable.

## Inspection judgements

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

This accomplished childminder uses her expert knowledge of the Statutory framework for the Early Years Foundation Stage, and of the children in her care to deliver an inspirational programme of planned activities. She provides a wealth of opportunities for child-initiated learning. Children are eager and enthusiastic about all that they do, which means they are open to all possible opportunities to learn and use what they know. Children relish the chance to play with the corn-flour mix, letting it run through their fingers, picking it up with spoons and filling small pots. The childminder uses open questions skilfully to develop children's thinking. She offers a commentary, which means children play in an environment rich with language and their vocabulary is developing and expanding rapidly. Children are quickly putting into practice what they see and hear. They describe how the mix feels on their hands when it is wet and as it dries. They observe closely, seeing it move and change. The childminder has a very positive impact on children's communication and language development because she not only provides a language rich environment but also models speaking and listening well. As a result, children are making excellent strides in this area of learning.

Children delight in playing with the cardboard boxes. They build towers, working together cooperatively to make it as tall as possible. As they build, children use lots of mathematical language to describe the tower, where to put the next box and their own actions. Children count accurately, with no prompting, as they stack the boxes, each taking their turn to knock the tower down and to build again. Children are learning through their own exploration, by being interested and involved and trying out their own ideas. As a result, they demonstrate the characteristics of effective learning, which ensures their interest in discovering more, securing and cementing their skills and knowledge. It is abundantly clear that the children are familiar with this kind of stimulating activity. They tackle it with confidence, it gives them enormous pleasure that they can use their knowledge and share it with others.

Children explore their environment with tremendous enthusiasm. They love to collect leaves that fall from trees, search out the mini-beasts and investigate their habitats. The childminder expertly supports children by ensuring the resources they need are available. She fully understands how to engage children, knowing when to ask a question, when to step back and allow children to determine their own course of learning. The childminder embraces outdoor learning, recognising that some children prefer to learn this way. She provides activities uniquely tailored to children's interests and preferred learning style.

The childminder provides an excellent balance of stimulating and exciting activities to support learning in each of the seven areas. She plans for children's next steps by using sharply focussed observations and accurate assessment details. She uses these to design a programme of activities and child-led learning opportunities that are exactly matched to children's individual learning requirements. The childminder is flexible and adapts plans to ensure they precisely match needs, day-to-day. Therefore, children's progress towards the early learning goals and their readiness for the next stage in their learning is assured.

Children benefit significantly from the rich and stimulating environment. They are surrounded by posters and signs that support their learning about shape, numbers and letters. Their artwork is on display and their learning journal books are filled with photographs of the many and varied experiences the childminder offers. Children develop their understanding of the world by being active members of their local community and caring for their environment. They visit the local pick-your-own fruit farm where they are guaranteed a good crop of strawberries and children can see how the plants have grown. They talk about the changes in the fruits and children learn to recognise the ripe fruits that are ready for picking. Children develop their knowledge of the wider world by finding out about different festivals and cultures. Earlier this year they celebrated Burn's Night by making shortbread, an activity each child could enjoy and be part of. The childminder is extremely skilful in devising activities that are relevant to each child, so everyone is involved at their own level.

The childminder offers parents a comprehensive and detailed package of information about the Early Years Foundation Stage and how this is used to underpin children's learning and development. She gathers vital information from parents to assess children's starting points and uses this superbly to plan for children's learning from the first day. Parents are fully involved in their children's learning. The childminder provides an excellent selection of information about children's learning and development so parents are well

informed and can support home learning. This is enhanced significantly by the childminder's tracking of progress and sharing of next steps through the daily diary and in the learning journal books. The childminder engages parents successfully in sharing what their children do at home. This has a significant impact on children's progress. The childminder has equally highly productive relationships and arrangements for sharing information where children attend other early years settings. As a consequence, children have a seamless learning experience between each setting.

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

Children feel settled, secure and happy because the childminder prioritises all aspects of their well-being. Highly effective partnerships with parents mean the childminder is fully informed about children's specific care needs. By working together, the childminder and parents ensure children develop strong attachments that make them feel confident and ready to learn from the outset. The childminder is flexible and always willing to work with families over any difficulties. For example, if parents need her to provide additional care, she is always prepared to try to accommodate them so that children have consistent care from a familiar person who makes them feel secure. Arrangements to ensure the smooth move into pre-school and school are embedded and actively contribute to fully supporting the child and family.

Children's behaviour is exemplary. They have a tremendous understanding of the few simple house rules. It is a joy to see children taking turns and sharing with ease. Older children, like the childminder, are excellent role- models, demonstrating the very best in behaviour and good manners at all times. The childminder offers simple explanations to children and uses specific praise so children understand why they are being rewarded. Consequently, they have a strong sense of well-being and high levels of self-esteem.

In addition to providing a safe risk assessed environment, where children have the freedom to play and explore, the childminder enhances children's safety and well-being superbly. By helping them to learn to keep themselves safe and to recognise potential dangers in the environment, she ensures the utmost priority is given to their personal safety. The children are well versed in crossing roads safely, as they practise each day when out walking. When using the trampoline in the garden, children climb up carefully and pull the zip on the net down so they can bounce securely. Children use small tools with care, such as, knives for spreading toppings on to bread or crackers. Therefore, children's understanding of their own safety and well-being is promoted to excellent effect. Children develop their independence and self-care because the childminder is meticulous in following rigorous routines that support children in learning how and why they need to wash their hands and use a tissue to wipe their nose. Children's health is further promoted because the childminder provides individual towels for drying hands. Each is labelled, so children know which one belongs to them and that this is one area where sharing is not advised. Children make lots of independent choices about their play and learning because the childminder has developed her own innovative collection of photographs, displayed on the large fridge door. This means children can see everything that is available even if it is stored out of sight. There is scope to further enhance the youngest children's excellent opportunities to seek out their own resources by ensuring all

storage boxes are labelled with corresponding pictures.

Parents provide meals for their children, however, the childminder still maximizes learning opportunities by talking to the children about what they eat and helping them to make healthy choices. The childminder includes cooking as part of her adult-led activities. This means she can introduce a variety of healthy and nutritious foods. The childminder ensures she is fully aware of children's dietary needs so that all children are catered for and are included in cooking and food tasting. The availability of outdoor learning and plenty of active play means children are fit and healthy. Running about in the garden leaves them breathing hard and they show their understanding by taking deep breaths when asked what running does to the body. Children embrace physical activity and it forms part of their everyday play. Consequently, they are developing strong, healthy bodies.

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

The childminder has a detailed understanding of the Statutory framework for the Early Years Foundation Stage. This expert knowledge means she fully understands her responsibilities to meet all of the requirements. This is admirably demonstrated in her outstanding practice and the comprehensive and detailed documentation, which is used to inform parents and to underpin the high quality service provided. The childminder fully embraces opportunities to develop her own knowledge and understanding of childcare practice. By seeking out training and being instrumental in organising training through the local children's centre, she is up-to-date with current safeguarding practice and continues to develop her knowledge in various areas of practice. For example, she attended training on the revised Statutory framework for the Early Years Foundation Stage and on learning journal books for tracking and assessing progress. As a consequence, her practice has improved significantly since the last inspection.

The childminder makes highly effective use of self-evaluation and reflective practice to monitor the provision and identify aspects of her service which could be improved. This is enhanced by the inclusion of the views of those who use her service. Parent feedback from comments in children's daily diaries, in the learning journal books, from questionnaires and general discussions are all fed into the evaluation so the childminder takes prompt action to secure improvements at the earliest opportunity. The childminder's comprehensive cross-referenced system for observation, assessment and planning ensures she can monitor the educational programme very closely. This means any gaps in the programme or in individual children's learning are very quickly identified and addressed to ensure children continue to make very good progress across all seven areas of learning.

The childminder's very detailed knowledge of safeguarding practice means she is absolutely clear about her role and responsibility. She has experience of working with a team of professionals, as a childminder, to safeguard children. She has all of the most up-to-date information from the local authority and has devised her own referral recording sheet. This is to ensure she collects all of the required information should she need make

a child protection referral. Her home, garden and all outings are risk assessed to ensure potential hazards are minimised and any possible dangers have been considered. This means action can be taken to protect children and provide them with safe areas to play and explore freely. The childminder provides documentation for parents on all aspects of safeguarding. She ensures all members of the household have undergone the appropriate checks to determine their suitability to be around young children and maintains a visitors log so she has a record of all persons entering the home.

The childminder's welcoming and friendly approach provides a nurturing environment for children where all families feel included and valued. Relationships with parents are well established to ensure the two-way flow of information about all of children's care and learning needs is consistently maintained to a very high standard. Excellent use is made of the daily diaries so important details are shared. As a result of the highly effective and purposeful relationships, children are extremely well supported in making the best possible progress in their learning and development. The childminder is equally successful in working with other early years providers where children attend nursery or pre-school. The childminder meets each child's key person to discuss progress and assessment. She ensures this is on-going and that her planning and assessment takes account of the learning in other settings. This means children's learning is superbly supported. The childminder is an active member of the local childminder network and has forged links with her local children's centre. This means she is part of a group where practice is shared, new ideas are gained and expert knowledge and support is always available.

### **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>	123724
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870958
<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>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/02/2009
<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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