

Inspection date

Previous inspection date

10/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these so children can use all accessible areas safely as they play.
- Children develop close relationships with the childminder, which supports them to feel safe and secure in her care.
- Children make satisfactory progress in their learning because the childminder undertakes weekly written observations of activities supported by photographic evidence. She uses this information to undertake assessments and then plan a suitable range of activities which support the children to move towards their next stage in learning.

It is not yet good because

- The childminder does not consistently provide parents with information about their child's learning. This does not ensure that they are enabled to fully support and extend their child's learning at home.
- Occasionally, the childminder interrupts children's play by showing them how to complete tasks. This means children are not always supported to develop their motivation to find out and explore for themselves.
- There is scope to improve the effectiveness of self-evaluation to include the opinions of parents in order to enhance the continuous improvement of the provision.

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 and viewed the outdoor play area. She also undertook a joint observation with the childminder.
- The inspector looked through a range of documentation including the childminder's policies and procedures, children's development records, planning and self-evaluation.
- The inspector held a wide range of discussions with the childminder. She also 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged one and five years in Cheshunt, Waltham Cross, Hertfordshire. The ground floor of the house and the rear garden are used for childminding purposes.

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

There is currently one children on roll, who is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the two-way flow of information with parents to include consistent information about children's progress and how they can support and extend children's learning at home.

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

- foster children's independent exploration and investigation of resources and the environment, so that they are consistently enabled to become fully engaged in self-chosen active learning
- develop a culture of continuous improvement by implementing self-evaluation which takes into account the views of parents, to identify and set realistic targets and drive future improvement.

Inspection judgements

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

The childminder undertakes regular observations of children in her care. She uses these to identify children's next steps in learning and inform the planning of activities. As a result,

make satisfactory progress in learning and are acquiring skills to support their future learning and school readiness. The childminder organises the environment to promote independent play and learning. This ensures that children have easy access to resources which interest them. For example, they show curiosity regarding a large battery operated toy and enjoy pressing the various buttons. They discover with delight that when they do this music plays and lights flash. However, on occasion the childminder intervenes by directing children's play away from self-chosen activities. As a consequence, they are not consistently encouraged to become fully engaged in independent learning through exploration and investigation.

The childminder encourages babies' physical development, for example, she purposefully moves toys just out of their reach. This successfully sparks their interest and participation in learning. As a result, babies' mobility is promoted as they practise crawling to gain access to toys which interest them. They show pride in this achievement as they react to the childminder's positive response. The environment is organised to ensure that children have plenty of free play space. This ensures that babies are able to manoeuvre themselves without obstructions, for example, they move with ease from a sitting position on to their tummy. Babies develop their mobility skills as they practise crawling around the room. They move confidently demonstrating curiosity in their environment.

Babies' communication and language is supported well because the childminder ensures that she maintains eye contact when speaking, waiting for and acknowledging their reaction. Babies vocalise their response to this stimuli, which shows their growing understanding that their actions can provoke a response in others. The childminder supports some development of self-help skills, for example, babies are encouraged to begin to feed themselves finger foods. Young children show a sense of security in the childminder's care, which is shown in their demeanour when being cuddled or held by her. Children's social development is supported through visits to the local library and friends of the childminder. This provides them with the opportunity to mix with other children and members of the local community.

The childminder gains information from parents prior to children's start dates with regard to what they know and can do. During placement she provides parents with some information about their child's learning. However, there is scope to improve information sharing regarding children's next steps in learning. This does not ensure that parents are enabled to consistently support and extend their child's learning at home.

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

The childminder has devised a procedure to manage children's entry into her service. Parents are encouraged to share important care information about their child, including daily routines. In addition, settling-in visits are offered, which help children to settle quickly. Parents are encouraged to share ongoing information about their child's care needs. This enables the childminder to consistently support the welfare of children in her care. Children develop strong bonds with the childminder and this promotes their security and well-being. This is consistently demonstrated, for example, when they seek her out for emotional support when they become tired. The childminder implements sensitive and

consistent behaviour management. For example, babies respond positively to the consistent praise and encouragement she provides. However, a weakness in teaching sometimes impacts on the promotion of children's independence. For example, babies are not consistently encouraged to independently problem solve. As a consequence, their confidence and self-esteem are not always fully supported.

The childminder's home is clean and very well maintained, and her practice meets hygiene requirements. For example, she ensures that she wears protective gloves to change babies' nappies and uses a suitable changing mat, which is always cleaned after use. This helps to reduce the risk of cross-contamination, and helps very young children to learn about how to maintain good health through daily routines. Children do not become thirsty because the childminder makes sure that they receive regular drinks. The childminder fosters children's awareness of personal safety, for example, she uses suitable equipment, such as restraints in the pushchair, which helps to keep them safe. Children's well-being is also supported through lots of opportunities to spend time in the fresh air. For example, they enjoy regular trips to feed the ducks and spend time in the childminder's garden.

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

The childminder shows a good understanding of her responsibility to protect children in her care. She has a clear safeguarding policy in place, which supports her understanding of what to do if she has a concern about a child in her care. The childminder has undertaken a risk assessment of all areas of the home which are accessible to children. As a result, she has successfully implemented a number of safety measures to minimise risks. For example, she has installed a safety gate at the foot of the stairs, which prevents children's access. The childminder has completed training in paediatric first aid, which ensures that she is qualified to provide care in an emergency situation. All required documentation is in place and stored securely, which ensures that confidentiality is maintained. The childminder has a wide range of relevant policies and procedures which she shares with parents and implements in practice. This promotes children's safety and well-being, and promotes the smooth running of her service.

The childminder shows a satisfactory understanding of her obligation to make sure that the learning and development requirements are met. However, at times the weakness in teaching results in a lack of consistent challenge. The childminder has established open communication with parents, which promotes the sharing of information about children's care. However there is a weakness in sharing information regarding children's development. As a consequence, continuity of learning is not fully supported. There are currently no children attending other settings. However, the childminder demonstrates a sound understanding regarding the importance of partnership working with other providers to promote children's continuity of care and learning.

The childminder regularly reflects on her practice and has identified some strengths and areas for improvement. However, she does not routinely take account of the views of others, including users of her service. Therefore, self-evaluation is not yet sufficiently robust, which has led to gaps in some aspects of the childminder's evaluation of practice.

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	EY458316
Local authority	Hertfordshire
Inspection number	904050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	1
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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