

Inspection date	27/06/2013
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 provides a variety of resources and play experiences that help children to make suitable progress in their learning and development.
- The childminder has formed secure relationships with children, who are happy and content in her care.
- The childminder takes appropriate action to minimise potential hazards to children both indoors and on outings.

It is not yet good because

- The observation and assessment process is not yet detailed enough to fully support children's good progress.
- Parents are not encouraged to share information about children's achievements sufficiently regularly to enhance the continuity of learning between home and the setting.
- The childminder's self-evaluation does not include the view of parents and children to further inform her targeted areas for improvement that will raise the quality of practice and the level of children's achievements.

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 taking place in the main play areas.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector and childminder undertook a joint observation of a teaching activity.

Inspector

Clair Stockings

Full Report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her mother and sister, who are also registered childminders. They work in the childminder's mother's home in Broxbourne. The family has a dog and a cat. The whole of the ground floor, a bedroom on the first floor and the rear garden are used for childminding.

The childminder visits the shops and park on a regular basis. She collects children from the local school and pre-schools. There are currently 10 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and pre-arranged family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment to better understand children's levels of achievement, interests and learning styles, and then plan better learning experiences for each child reflecting those assessments, so activities extend children's learning.

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

- improve opportunities for parents to share what they know about their children's learning and development on a consistent basis, so that children's individual needs can be met more effectively
- extend self-assessment by using the views of parents and children to support the identification of areas for improvement more clearly and develop a more focused plan of action that will help implement changes successfully, targeted at raising all children's achievements better over time.

Inspection judgements

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

The childminder has a sound understanding of how children learn. She observes children to find out about their immediate interests and knows which activities they enjoy. Through the use of observations and guidance documents about children's development, the childminder assesses children's level of progress and what they need to do next. She uses this knowledge to extend children's learning during their chosen play and plans which resources are suitable to ensure there is appropriate challenge. Although the childminder supports children well during activities, the observations are not always detailed or used effectively to plan further activities to better support the children's learning. The childminder is familiar with the need for a progress check at age two years and is developing ways to complete this to share with parents. Daily verbal feedback keeps parents informed about the care routines and the activities their children participate in. The childminder shares with parents what she knows about children's development, although ways of gathering information from parents about children's learning at home are not always successful. This means that the childminder has less information available to enable her to plan more effectively for their ongoing progress.

Children are suitably supported in the acquisition of their communication and language skills through regular conversation. The childminder talks to children, commenting on what they are doing and asks some questions to encourage their thinking. For example, the childminder engages children in conversation as they complete jigsaw puzzles together, talking about the animals in the pictures. She follows their lead as they choose books and she shares their interest in the story characters. This interaction helps to establish children's interest in reading for pleasure and purpose. Children make marks with coloured pencils and crayons as they draw squiggles on a picture, which promotes the development of later writing skills in readiness for school.

Children move around to explore the toys on offer and are clearly settled in the childminder's care. She praises their efforts, which motivates and encourages children to keep trying. Children develop their skills when using technology through the use of programmable toys. They show an interest in toys with buttons and simple mechanisms and competently operate the toy till as they play at 'shops'. Young children enjoy gathering up items in their basket to take to the till to 'pay' for them. Outdoors, the childminder encourages children to think about the things they may need as they prepare for an imaginary 'walk to the shops'. Children enjoy regular outings around their local community, such as trips to the park and shops. These help to broaden their awareness of the world. Overall, children develop the skills they will need in their future learning.

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

The childminder creates a homely environment, where children are well cared for. They form relationships and attachments with others because the childminder uses suitable strategies to manage children's behaviour. She makes sure she finds out about children's preferences and their daily routines by gathering information from parents. This helps to promote children's sense of security as they settle at the childminder's home. Children's emotional development is appropriately promoted as they develop secure relationships with the childminder. Consequently, children are confident to explore and investigate the familiar surroundings, but also enjoy returning to the childminder to play games together.

and to talk about what they are doing.

Children play with an appropriate range of toys and resources, which generally cover all the areas of learning well. They enjoy some outdoor play, which promotes their physical development. The childminder makes use of local venues, such as the park, to extend the options for outdoor play so that children benefit from fresh air and exercise.

Children's health is suitably promoted because the childminder helps them understand sensible hygiene routines. They learn independent self-care skills, such as washing their hands, and the childminder encourages them to feed themselves. The childminder carries out daily checks of the premises to ensure children are safe. She reminds them to be careful and supervises them as they play. Children gain an awareness of being safe as the childminder talks to them about safety issues in the home, and on outings. For example, children learn about road safety when they go out for a walk. This enables them to learn how to keep themselves safe and develop skills to support their eventual move to school.

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

The childminder has a satisfactory understanding of the learning and development requirements. Children are provided with activities and support from the childminder which enable them to make satisfactory progress. The monitoring of the educational programme, however, is not always rigorous enough to identify all areas for improvement to enable the childminder to further improve her practice. The childminder is keen to improve her service and is identifying some areas for improvement. However, the system for self-evaluation does not fully identify all priorities for improvement, such as gaining more consistent information from parents about children's learning at home in order to extend her planning of activities.

The childminder implements clear policies that promote children's welfare and safety, which she shares with parents. She has a suitable understanding of safeguarding issues and is aware of the procedures to follow if she has concerns about a child in her care. The childminder understands how to report any concerns to the appropriate agencies.

Parents are positive about the care their children receive while at the setting. They comment that they feel supported by the childminder and their children have made progress in her care. The childminder is aware of the benefits of sharing information with other early years providers when the need arises. Consequently, she is developing ways to build links with others to ensure continuity of care.

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	405258
Local authority	Hertfordshire
Inspection number	872234
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	29/04/2009
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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