

Inspection date	17/07/2013
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 supports children very well as they settle into her home. This enables them to become familiar with their new environment and forge a relationship with the childminder. As a result, children develop a good sense of security and well-being.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. As a result, she ensures that risks to children in her home are minimised.
- The childminder has a good understanding of children's individual stages of development and makes effective plans to help them make good progress in their learning.
- Good communication with parents ensures that important information is shared about children's welfare and learning. This enables the childminder to take effective steps to enhance the care and learning opportunities she offers.

It is not yet outstanding because

- There is scope to extend children's learning in the area of communication and language by providing additional opportunities for them to practise their language and respond to open-ended questions as part of their play.
- There is room to increase opportunities for children to explore technology, by more regularly providing equipment, such as, programmable toys, torches and calculators for them to play with.

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 in free-flow play between the playroom and garden of the childminder's home.
- The inspector looked through a range of relevant 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 childminded children.
- The inspector took account of the views of parents provided by the childminder.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and in a house in Goffs Oak, Hertfordshire. The ground floor and the rear garden are used for childminding.

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

There are currently seven children on roll, five of whom 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 Thursday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- offer more regular opportunities to talk with children about what they are doing, giving them time to put their thoughts into words and using open question techniques with many possible answers
- review and further improve children's opportunities to explore and operate information and communication technology equipment, such as, programmable toys, torches and cameras in order to consistently develop their understanding about age-appropriate equipment and computer software.

Inspection judgements

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

The childminder has a good understanding about the educational needs of all children attending her setting. She undertakes robust observations and assessments which are used to track children's progress. In addition, the childminder actively encourages parents to share information about their child's achievements at home. As a result, she is able to provide a wide range of stimulating activities, which build on what children already know and can do. This ensures that all children are fully supported as they work towards their potential and develop skills to support school readiness. As a result, they are making good progress across all areas of learning and development.

The childminder is aware of how children learn and discover through independent play opportunities. As a result, they are provided with a wide range of exciting activities, which capture their interest and promote their participation in active learning. For example, children find out how to care for living things and understand that plants 'need water' to help them grow. Children's communication skills, are developing well, although, the childminder does not always make best use of all opportunities to fully extend this learning. For example, she does not consistently ask open-ended questions, giving children time to respond. At times, this can limit children's opportunities to practise their speaking skills. The childminder fosters children's developing understanding of the world. For example, they learn to use compost to help plants grow and incorporate this knowledge within their imaginary games. The childminder provides appropriate challenge for children. They demonstrate a good understanding as they follow her complex instructions. For example, they successfully remove bricks from a box and replace them with sand. As they undertake this task, filling and emptying buckets and containers, children practise and develop their coordination skills.

The childminder provides a good range of opportunities for children to develop physical skills. For example, they have access to large play equipment and enjoy handling equipment, such as paintbrushes to make their own creations. Children enjoy exploring information and communication technology. However, opportunities to build on this are not maximised. This is because resources, such as, programmable toys, torches and calculators are not regularly made available for children to play with. The childminder makes very good use of incidental learning opportunities. For example, she supports children to develop mathematical skills during snack time as she encourages them to match the colour of cups and plates to each corresponding chair.

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

Children form strong bonds with the childminder, which are clearly demonstrated through their positive interaction with her. For example, they seek her out for comfort and cuddles. As a result, children are confident and have high level of self-esteem, which supports future learning. The childminder implements a gradual settling-in procedure which is flexible to meet the needs of children. For example, parents are encouraged to attend with their children and then gradually withdraw for short periods of time. This helps children to settle quickly as they gain in confidence as they become familiar with the childminder and new environment. Parents are encouraged to view their child's individual learning journal and enjoy discussions about their children's achievements and care on a daily basis. This ensures that they are very well informed about their child's development, including how they can effectively promote learning at home. The childminder values partnership working with other settings that children attend in parallel, to support care and learning. She achieves this through good communication with parents who pass on important information about their child's progress at nursery.

Children in this setting behave well and are able to share and take turns, they respond well to the childminder's clear behaviour management strategies. The childminder consistently teaches children about how to keep themselves safe. For example, she gently

reminds children about being careful when eating an apple. As a result, they adjust their behaviour to ensure they stay safe. Children learn about how to maintain a healthy lifestyle through established practice. For example, they manage their own care needs without prompting and enjoy a wide range of freshly prepared home cooked foods. Discussions held during play also help children to develop an understanding of how to maintain a healthy lifestyle. For example, the childminder explains that sand dropped onto the decking will become dirty and cannot be used again. Children enjoy free-flow play between the indoor and outdoor learning environments. This ensures that they spend ample time in the fresh air, enjoying vigorous play.

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

The childminder demonstrates a good awareness of her role and responsibility to protect children. For example, she has completed safeguarding training. The childminder undertakes regular risk assessments of all parts of the environment accessible to children. As a result, she has implemented a wide range of safety measures which successfully minimise risks to children. The childminder has completed paediatric first-aid training, which supports her to provide emergency treatment for children. All relevant documentation is in place and stored securely to ensure that confidentiality is respected. The childminder has devised a broad range of policies and procedures to support the smooth running of her service. She ensures that they are shared with parents and implemented in practice. This helps to promote the safety and well-being of children in her care.

The childminder ensures that she implements appropriately challenging educational programmes. This promotes children's good progress in learning and ensures that they attain success at expected levels. Partnerships with parents are actively supported by the childminder to achieve effective and open communication. For example, daily discussion effectively supports children's continuity of care and learning. The childminder demonstrates a good understanding of the importance of partnership working with other providers to effectively promote children's continuity of care and learning.

The childminder consistently reflects on her practice in order to effectively identify areas for future improvement. This is enhanced because she includes the views of both parents and children. As a result, the childminder has made a range of improvements which enhance the outdoor learning environment. She has successfully addressed the actions and recommendation raised at her last inspection. As a consequence, planning is effective because it takes account of children's next steps in learning. This demonstrates the childminder's desire to improve the service she provides for children and their families.

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	123897
Local authority	Hertfordshire
Inspection number	870963
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/02/2009
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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