

Inspection date	02/09/2013
Previous inspection date	11/03/2010

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 creates a warm affectionate environment, sensitively helping children to form secure emotional attachments and to behave well.
- The childminder makes very good use of resources within the local community and outdoor environment to stimulate and support children's learning in an active and exciting way.
- The childminder establishes effective partnerships with parents, sharing information about the setting and their children's learning, and this helps to keep them fully informed and involved.
- The childminder uses observation and assessment to effectively identify where children are in their learning. She uses information gathered to plan successfully for the next steps in children's learning, helping them to make good all-round progress.

It is not yet outstanding because

- There is scope to improve children's access to hearing rhymes and stories in other languages to recognise and value all languages spoken by children and their families.
- The childminder does not always use a set of challenging criteria when planning for future improvements to effectively monitor how practice is improving to help children make as much progress as they can.

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 on the ground floor of the premises, the outside learning environment and undertook a tour of the premises.
- The inspector talked with the childminder and children at various times throughout the inspection.
- The inspector looked at a sample of children's records, a range of other documentation and also took account of the views of parents given in the parental questionnaires.
- The inspector and childminder undertook a joint observation.

Inspector

Sheila Harrison

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the Bennetts End area of Hemel Hempstead. The ground floor, the rear garden and, on the first floor, the master bedroom and bathroom are used for childminding. The family has two cats, two rabbits and other small mammals as pets.

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. The childminder has an early years qualification equivalent to level 3.

There are currently two children on roll both of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children Monday to Friday 7am to 7pm, all year round except for family holidays. The childminder cares for children with English as an additional language.

What the setting needs to do to improve further

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

- provide further opportunities for children to recognise, value and use other languages during their play to improve their learning even further
- enhance the systems for monitoring the provision and for well-focused improvement plans by using challenging criteria to improve services for children.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She demonstrates a strong understanding of how children learn. This helps her to plan a broad range of activities and resources that she knows will interest them and to cover all areas of the curriculum. Children enjoy favourite activities, such as dressing up, and the childminder provides a wide range of interesting costumes to encourage them to play imaginatively together. The childminder plans exciting activities out of doors. For example, children enjoy exploring the properties of 'gloop' outside. The childminder expands the experience by introducing different animals and small world toys, helping children to

extend their concentration and learning. This supports them effectively to be ready for the next steps in their learning and eventually for school.

The childminder skilfully supports children's language development by speaking clearly and introduces different tones and rhythms in her voice. This encourages children to listen and make sounds in reply. The childminder sensitively supports young children to make their needs known before they develop language. Older children enthusiastically join in with the childminder and they finish the action song 'Incy Wincy Spider'. The childminder encourages children to use books correctly. Children greatly enjoy turning the pages of the book on the technological toys that tell stories. The childminder celebrates the traditional festivals and birthdays of the children to help them build a strong sense of belonging. She acknowledges the home language of bi-lingual children by learning the names the children use for their grandparents. However, children do not consistently hear other home languages in their play. This means they do not always have opportunities to appreciate and value different languages spoken by other children.

The childminder makes good use of the routine and local environment to extend children's learning. She introduces mathematical language at snack time, as she introduces the concept of 'half', as children see her cut the fruit into two. Children continue to count out the slices of apple to share. She encourages children to use the road signs and sound out the letters. They can recognise the first letter of their own name and that of their friends. Children enjoy walking past the building site of a new school. They enjoy watching a new school being built and see the changes in the building and the use of the large machinery.

The childminder establishes children's starting points through discussions with the parents and from information provided by the children's previous providers. The childminder makes frequent observations of children's achievements and tracks their development. This means she can identify children's next steps and plan activities to suit their needs. As a result, children make good progress within their capabilities.

Parents are well informed of their children's learning and progress. The childminder sends monthly newsletters to the parents to give details of the activities, including the trips and stories that are planned. This helps support children's learning at home. The childminder undertakes the 'progress check at age two' to give parents useful information of their child's development. Parents regularly take home their child's 'learning record', containing delightful photographs of the children at play, the childminder's observations, assessments and next steps for learning. Parents are encouraged to comment on the record and this helps the childminder support children's learning at home.

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

The childminder sensitively and skilfully helps children to form secure emotional attachments. She is warm and affectionate towards the children and quickly attends to them. The childminder knows the children well as she meets their extended family. She talks to the children about their family and this helps them settle quickly and easily. Through the frequent discussions with the parents she provides care routines that match those that are used at home. The childminder encourages children to develop strong

friendships. She displays a large amount of photographs of the children playing and enjoying themselves with their friends. Children enjoy looking at these and remember past events. This fosters a very strong sense of belonging.

The childminder provides children with a stimulating environment with child-accessible resources that promote learning and challenges them. The childminder makes sure she has sufficient resources so that all children can join in with the activities. For example, she has many dolls and buggies, allowing young children to play at the same time without any conflict.

The childminder is a good role model, she consults the children giving them time to share successfully. She uses appropriate praise and this helps children to learn to manage their own behaviour and behave well. The childminder encourages children to develop their independence throughout the routine. They find their own shoes and the childminder encourages them to try to put them on themselves.

The childminder effectively encourages children to interact with others. She joins with another childminder once a week so children can play with others. Children explore and gain confidence in new situations as the childminder takes them to a local toddler group. These growing social skills help them to prepare for their move onto other settings or school in the future.

The childminder supports children to learn about healthy living. Children enjoy outings to local attractions where they learn about caring for animals. The childminder reinforces this learning as children enjoy feeding the childminder's pet rabbits with the left over apple cores. Children have valuable opportunities to exercise and use the challenging play equipment in the garden and during frequent outings to local parks and attractions. They learn to be safe without being fearful as they are encouraged to use the steps rather than climbing up the slide. The childminder allows children to take manageable risks and is watchful and attentive as the young children enjoy using the same slide as the older children.

Meal and snack times are social occasions when the childminder provides fruit and other healthy snacks and the parents provide the lunches. The childminder uses these occasions to talk about healthy foods. Children are learning their self-care skills as the childminder reminds them to wash their hands, she introduces the potty at nappy changing time and works closely with parents to help children successfully master toilet training.

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

The childminder has a secure understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. A range of written policies and procedures are in place and are followed to ensure children's welfare is effectively promoted. For example, the childminder's visitors are recorded in the visitors' book and any maintenance workers come on the days children do not attend. Parents see the childminder's detailed portfolio and are well informed of the service she offers. The

childminder fully understands her role and responsibilities in safeguarding children's welfare. She has a confident knowledge of child protection issues and has undertaken recent training. The childminder can refer to the appropriate guidance that is within easy reach, in case of concerns regarding any child's well-being. The childminder minimises risks in the home to help keep young children safe, such as using safety gates on the stairs and has regular emergency evacuation practises, especially when a new child starts.

The childminder is eager to improve her service. She reflects on her practice through completing a self-evaluation process, which helps her to identify her strengths and areas for further development. However, the process has yet to use challenging criteria to develop a concise action plan of improvements that supports all children over a sustained period of time. The childminder obtains the views of parents in the service questionnaires and parents make many positive comments about the childminder. These include how happy their children are in her care. The childminder considers any suggestions made by the parents to ensure her service meets the needs of the parents and the children.

The childminder monitors the children's development to ensure they are making good progress. She demonstrates that she is able and prepared to work closely with other professionals and other providers as necessary. This helps children receive the support they need and develops a consistency of care and learning if children attend more than one setting.

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	EY321056
Local authority	Hertfordshire
Inspection number	873238
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	11/03/2010
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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