

<b>Inspection date</b>	27/08/2013
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 dedicates her time to the children and creates a home from home environment for them where they can learn and develop according to their needs. Children freely make choices in their play and are able to help themselves to resources. This promotes their confidence.
- Children have a close bond with the childminder, her assistant and their peers. As a result, they settle easily and are happy.
- Partnerships with parents are very good as the childminder keeps them very well-informed through written information, regular meetings and daily verbal communication.
- Regular networking with other childminders enables the sharing of good practice. She identifies targets for improvement that benefits children's learning and development.

#### **It is not yet outstanding because**

- There are further opportunities to enhance children's self-care skills during meal and snack times.
- There is scope to extend children's learning opportunities by offering rich, varied and imaginative experiences outdoors to further compliment and reflect children's learning indoors.

## 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 the interactions between the children, the childminder and her assistant. She observed children's play opportunities provided indoors and outdoors and mealtimes.
- The inspector spoke to the childminder, her assistant and the children at appropriate times. She looked at a selection of policies and children's records.
- The inspector took note of parent's comments through references they had left with the childminder.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Luton in St Albans, Hertfordshire. The whole of the ground floor, which includes a cloakroom and a playroom are used for childminding. There is an enclosed rear garden for outdoor play. The family have a dog.

The childminder works with an assistant who has a level 3 qualification in childcare. They attend age-appropriate groups with children. The childminder takes and collects children from local pre-schools.

There are currently six children on roll, in the early years age group who attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays agreed in advance. The childminder is a member of a local childminding group where she takes children to mix with others.

### 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 be involved in the preparation and serving of food and drinks so that their independence and confidence in their own abilities can be extended
- develop further the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of their learning in the outdoor environment.

## Inspection judgements

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

The childminder has effectively developed her knowledge of observation, assessment and planning for children's stage of development. She has worked hard to ensure she has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and how to assess children's learning and development. She gathers information from parents when their children first start with her about their likes, dislikes and capabilities. Changing interests of children are well known because the childminder knows the children well. She makes regular observations of the children as they play to see their achievements. She meets with parents to give them a summary of children's progress and completes the

progress check at age two and shares their learning journals with them. She uses overview grids to monitor children's progress successfully across the areas of learning. She efficiently uses these observations to identify children's next steps in their learning and to plan interesting activities and outings that challenge and enhance children's. She involves parents in planning for their children's learning and development through discussions and they are able to contribute to their children's records. As a result, all children make good individual progress in their learning and development.

Children are settled and very happy in this welcoming learning environment because the childminder takes time to understand their individual needs. Children are well supported by the childminder and her assistant who have a good understanding of child development. Communication and language skills are given a high priority and are effectively promoted because the childminder and her assistant continually talks to children so that they make connections in their learning. For example, the childminder regularly reads them books of their choosing. Children listen attentively and join in as they point to pictures of interest. The childminder supports children by repeating words and reminding them of experiences and key events. She gives children time to talk and respects their efforts and ideas.

Children enjoy practising their physical skills and exploring the garden. For example, good discussions and praise take place when younger children try to ride a scooter. Older children happily negotiate space as they take 'their babies' for walks in the pushchair. The childminder and her assistant provide a running commentary. This promotes their self-esteem and allows them time to develop their learning. However, the childminder is yet to fully utilise the outdoor area to implement rich, varied and imaginative learning opportunities that will fully support children's learning and development in all areas.

The childminder clarifies children's early understanding of numbers and helps them develop early counting skills through their play. They enjoy problem solving as they complete a range of jigsaws and creating models using re-cycling materials. During this time they learn to effectively use glue and scissors. Art and craft activities are carried out according to each child's interests and the time of the year. This promotes their self-esteem and provides them with skills necessary for further learning. Younger children enjoy imaginative play; they freely use the play kitchen to explore that range of resources on offer. Children are keen to involve her in their play as she is always nearby to support their learning.

In addition, children have opportunities to learn in a variety of ways. For example, they regularly go on stimulating outings and meet regularly with similar aged children through a childminding network group. During these times they take part in interesting planned activities, such as baking bread, large group activities, visits to animal parks and soft play areas. As a result, children benefit from being in different environments and learn about the world around them. It also helps to prepare them for future transitions, such as, attending other settings, nursery or school. Overall, children are taking part in a variety of experiences to aid their readiness for the next stage in their learning, such as, starting nursery or pre-school.

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

Children settle well with the childminder and her assistant. They form strong attachments because the childminder finds out about their preferences, needs and care routines prior to them attending. Many children attending are siblings of previous minded children, therefore, the childminder knows the families well. She works closely with parents, keeping them well-informed through daily discussions and the use of diaries. This effectively promotes children's personal, social and emotional development. Children behave well and there are clear boundaries in place. Any slight squabbles are calmly managed by the childminder. Children are taught to be kind and considerate towards each other. They show good levels of self-motivation and happily play together in a comfortable environment where they have plenty of free choice and ample opportunities to develop their social skills.

Older children help the younger children and say 'your turn now' when playing with wheeled toys. Good social skills are encouraged during meals and children readily say please and thank you. Meals are cooked using fresh ingredients. The childminder works very closely with parents to ensure changes to dietary needs, such as weaning, are very well supported. Children enjoy healthy snacks and drinks are easily available. Good eating habits and manners are encouraged which supports children's social skills. However, there is scope to involve children more fully in the preparation of meal and snack times, so that independent skills are further developed. For example, children have limited opportunities to choose their own food or to pour their own drinks. Children develop good self-care skills. The childminder encourages them to wash their own hands before they eat and explains the reasons for this. Children's personal care needs, such as nappy changing are managed hygienically.

The childminder has a sound understanding of how to promote the health of the children in her care. She understands the importance of physical exercise and fresh air, which helps to support healthy life-styles. They take part in many outings. For example, they enjoy picnics by a nearby stream where they enjoy learning how to safely use fishing nets. In addition, they take part in organised outings with the childminding network group. They visit many parks and indoor play facilities where they can safely practice their developing skills using a range of large play equipment. This promotes children's confidence and supports transitions when away from the childminder's home environment. As a result, children are well-prepared for the transition to school. Children are actively encouraged to consider their own safety in a variety of situations. For instance, younger children are given clear instructions prior to any outings and day-to-day routines, such as the importance of wearing seatbelts in the car. In addition, positive road safety messages are discussed during an animal story to ensure children revisit their knowledge of keeping safe while out and about.

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

This inspection has been brought forward as part of Ofsted's selection of provisions to have an early inspection. The inspector found that the childminder quickly ensures any recommendations or actions made by Ofsted are implemented and monitored so that the impact to children is beneficial. For example, the childminder has reviewed her recruitment procedures so that detailed information is gained when employing assistants. As a result, procedures to ensure those working with children are suitable to do so are secure. The childminder and her assistant fully understand their role and responsibilities in safeguarding children and promoting their welfare. Since the last visit by the regulator the childminder has updated her safeguarding knowledge and regularly reviews her policy which is fully shared with assistants. As a result, the childminder and her assistant are fully aware to the procedures to follow if they have any concerns regarding children's welfare.

The childminder has a wide range of policies and procedures, which are implemented effectively and shared with parents. Positive steps are taken to ensure the provision operates efficiently to meet children's needs. For example, recently the children's play room had a flood. The childminder took immediate action to ensure the children were safe and adapted her home so that their care and learning was not disrupted. She is in the process of refurbishing the playroom and all areas are thoroughly risk assessed so that any potential hazards are quickly minimised. The childminder evaluates the quality of her service; parents, children and her assistant are included in the process. As a result, she demonstrates a good understanding of her strengths and has effectively addressed all previously identified actions and recommendations. For example, knowledge of assessing children's progress and learning has developed so that this is beneficial to children and their parents. She attends childminder support meetings to assist in developing her practice in tracking children's progress. In addition, she attends regular training and is keen to attend further training related to how boys learn. Consequently, the childminder demonstrates that she has a clear vision on how to develop her professional practice that will benefit children's learning and development.

The childminder and her assistant work well together. They share ideas about children's care and learning so that the needs of children are at the forefront of their practice. They understand the need for early identification of any potential difficulties so that effective support can be provided. The childminder values partnership working and acknowledges the need to consistently involve parents when planning activities. Some siblings of previous minded children attend demonstrating that parents are happy with the services provided for their children. Parents speak highly of the childminder and comments include, 'my child's speech and social skills have progressed rapidly' and 'she is very flexible'. The childminder has a close relationship with local schools and pre-schools as she has cared for several children over the years. She has no children on roll with special needs and/or disabilities. However, she has a good understanding of the importance of obtaining advice and working closely with other professionals, if the need arises.

## **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>	123455
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	927345
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/05/2009
<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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