

Inspection date

Previous inspection date

09/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are very happy and settled in the childminder's care. They show great confidence as they make independent choices about their play. The childminder has a good understanding of how children learn through play, and she plans effectively to promote all areas of learning to a good level.
- Children feel safe and show a strong sense of self-esteem. They receive very good support by the childminder that extends and builds on their developing skills. Resources are of very good quality, they are suitable for children of all ages and stages of development.
- The childminder is well-informed, she has a good understanding of the Early Years Foundation Stage. She uses her IT skills effectively to provide a robust system to manage the observations and assessments, which enable her to support the children's developing skills.

It is not yet outstanding because

- There is scope for parents to have further opportunities to share events and information from home, in order for the childminder to plan even more effectively for the children's developing skills.
- The views of parents and older children are not always used to the best effect in strengthening the drive for improvement and focusing on how to further raise children's levels of progress.

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 talked to the children, she joined in with some of their play as they moved freely around the childminder's home.
- The inspector talked to the childminder about the daily routines. She observed children settle quickly for a mid-morning sleep.
- The inspector looked at a selection of documents reflecting the welfare requirements.
- The inspector talked to the childminder about how she meets the needs of the different ages of children that she cares for.

Inspector

Tina Kelly

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and school-aged child in Gade Bridge, Hemel Hempstead, Hertfordshire. The childminder uses the whole of the ground floor for childminding, children do not generally access upstairs other than to use the family bathroom and for young children to sleep. There is an enclosed garden for outside play, the family has a pet cat.

There are currently six children on roll, four are in the early years age group, they attend for a variety of sessions. The childminder also provides care for school-aged children. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a certificate as Master Practitioner in Neuro-linguistic Programming, she is a member of the Professional Association for Childcare and Early Years National Childminding Association.

What the setting needs to do to improve further

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

- improve the links between experiences at home, starting points and planning so that these are more precisely used to shape learning experiences, which help children make even better progress in their learning
- extend the self-evaluation process to effectively include children's and parent's views in order to promote the drive for further improvement of children's care and learning.

Inspection judgements

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

The childminder provides interesting and age-appropriate activities for the children she cares for. She has a range of previous experiences and training as a neuro-linguistic coach. This enables her to evaluate the children's characters and identify different styles of communication and learning that will benefit their development. She uses an online management system to record the observations, assessments and assist in planning to promote the children's learning. Parents have instant access to the secure site, they can see photos and video clips of the children as they play and make comments on the

children's progress. This process enables the childminder to plan specifically for the next steps in the children's learning. The information is used as the basis for the required progress check at age two years. However, information gained from parents about experiences at home, is not always used effectively to enhance the childminder's plans for the children's developing skills and to ensure they are fully prepared for the next steps in their learning.

The childminder knows the children well, she adapts activities and daily routines throughout the day to meet the needs of the children. The low-level storage in the playroom enables children to make independent choices about their play. Written labels and photographs on the containers supports young children's selection choices and school-aged children's early reading skills. The childminder sets out toys that she knows the young children like and enjoy playing with. They receive excellent support from the childminder as she sits on the floor to show them how to move the shapes so they fit into the sorter box. Children show great concentration as they handle and manoeuvre the different coloured blocks to try to fit them in the matching shapes. Their physical skills are developing well, twisting and turning the blocks with clear instructions from the childminder to move "upside down, this way up". She uses simple terms to extend the children's interest and to make sure they keep trying and enjoy achieving what they set out to do. Children receive lots of smiles and praise as they carefully push the shapes into place. They smile and try the next block; they are keen and active learners with great determination.

The childminder has a good understanding of how children learn through play. She supports and complements experiences the children have at other early years settings, such as, nursery and school. The childminder has developed an effective style of planning. She extend all areas of learning, taking into account children's personal interests, cultural festivals and important dates and events in the diary. This process extends and promotes children understanding of the wider world to a good level. The childminder provides activities and experiences, which supports children's learning and prepares them for nursery and school.

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

Children form strong bonds with the childminder. On arrival at the childminder's house, they show they feel very safe and secure in her care as they wave goodbye to their parents with great confidence. Children settle to play with the toys set out by the childminder. She knows what they like to play with as she talks to the parents about children's likes and needs as they come into her care. Young children are clearly very aware of the daily routine. They communicate their needs to the childminder. As they begin to get tired they ask for their drink, and settle very quickly to sleep in a travel cot upstairs. The childminder checks on them frequently to ensure they have settled and are comfortable.

Children are beginning to understand what is expected of them as the childminder liaises closely with parents to support their personal and social skills. When young children become distressed at having their face washed, the childminder and parents devise a

counting game to help children to manage the situation. Young children are beginning to share, the childminder asks them to pass balls and bricks, she returns them to the children to promote their understanding of taking turns to promote good social skills. There are simple house rules in place so children can take responsibility for their own actions. Children's behaviour is well managed; they understand they can receive tokens to put in the pebble jar display on the wall when they have been helpful and kind. This works well with the older children being awarded small treats at the end of term. This system is easily supported by parents to provide a consistent approach to behaviour issues for children of all ages.

The garden provides an interesting space for children to play and explore. They can practise their recently acquired sporting skills, such as, ball games and using the ride on toys. The childminder provides toys and resources to promote outside play. Photographs show they enjoy using the play tents and tunnels. A sensory area provides textured flags, windmills and plants. Children's interest in the natural world is supported well. They learn about a healthy lifestyle through activities and daily routines. Cooking activities promote children's understanding of general hygiene and hand washing routines. The childminder provides healthy, nutritious home cooked meals and snacks for children, taking into account any dietary and cultural needs. Children are becoming aware of how to manage their own safety as the childminder talks to them about road safety when out in the community. Children are confident in taking part in new experiences, such as starting school as the childminder instils a strong sense of self awareness and self-esteem.

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

The childminder is well organised. She has very good computer skills, using the online format to extend and develop her use of the Statutory framework for the Early Years Foundation Stage guidance. Children's skills and learning are developed through a broad and balanced programme of activities. Children are protected as the childminder has a good understanding of how to provide a safe place for children to play. She has attended training based on the Local Safeguarding Children Board code of practice. She has appropriate policies and documents in place to enable her to seek advice if she has concerns about children in her care. Robust risk assessments are in place to monitor children's safety around the home and on outings. Children are cared for in a managed well environment.

Partnerships with parents are strong. They are kept extremely well-informed about the play and learning opportunities that the children take part in. They can access observations and developmental records on a daily basis. The childminder uses technology to keep in touch with local childminders for support and to find out about events to extend opportunities for children to play and learn. She is proactive in providing a support service in the area for childminders, she identifies vacancies and makes links with parents looking for day care. The childminder is aware of the support and training opportunities provided by the children centre.

The childminder evaluates her practice. She has identified future training and created a wish list and to do list to enable her to consistently review and improve the care and learning opportunities she provides. She seeks parent's and the children's views through regular discussion. However, this information is not always used effectively in the self-evaluation process to enable the childminder to consistently focus on promoting children's care and learning to the highest level. The childminder strives to improve the service she provides, and she takes positive actions to raise the quality of her practice.

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	EY457705
Local authority	Hertfordshire
Inspection number	908986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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