

Inspection date	29/08/2013
Previous inspection date	02/09/2009

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's nursing experience enables children with medical conditions, to receive trained and experienced care.
- The childminder and her assistant, provide flexibility in their care arrangements, which supports the individual work patterns of families.
- The childminder provides children with a wide selection of play opportunities and experiences across all seven areas of learning.

It is not yet good because

- The childminder has not completed the required progress check at age two by providing parents with a written summary.
- The childminder assesses children's learning but the planning for their next steps is not sufficiently focussed to ensure that children are appropriately challenged.

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 discussed with the childminder how she delivers the educational programmes for children.
- The inspector examined and discussed policies and documents, which the childminder uses when caring for children.
- The inspector discussed how the childminder contributes to the well-being of children, and her care practices.
- The inspector discussed aspects of suitability and risk assessment and the childminder's understanding of child protection procedures.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged over eight years. The childminder works with an assistant in her home in the village of Sawbridgeworth in Hertfordshire. The ground floor of the childminder's home is used for childminding and an enclosed garden is used for outdoor play activities.

The childminder attends child centred groups and activities in the local community. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

She operates all year round from 6.30am to 7.30pm, Monday to Friday, except bank holidays and family holidays. There are currently three children on roll in the early years age group who attend for a variety of sessions. At the time of inspection there were no children present the early years age group.

The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- focus the planning on children's individually tailored next steps to ensure that they are appropriately challenged and make good progress
- review children's progress when they are aged between two and three years and provide parents and/or carers with a short written summary of their child's development in the prime areas.

Inspection judgements

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

The childminder and her assistant plan and provide a wide range of different activities and experiences, which motivate children's interest in learning. For example, strawberry and blackberry picking are fun activities where children learn to carefully avoid the thorns and then make fruit smoothies with their hoard of fresh fruit.

The childminder is generally able to describe to the inspector how she supports children's

progress in the prime areas of learning. For example, how she and her assistant use carefully timed support and intervention to promote children's independence, confidence and self-esteem. They give children time to put their own shoes and clothes on, carefully directing which foot goes in which shoe. The childminder discusses how she provides children with choices and decisions to make about what toys and activities they want to play with. They know where things are and can help themselves to toys and resources to expand their play. Evidence suggests that children's physical skills are very well supported. The childminder provides lots of outdoor activities in the garden, on nature walks and in local parks and play areas. The documents provided show that children's communication is developing in line with expectations for their age. The childminder and her assistant use child development guidance charts to assess if the children are meeting, exceeding or falling behind learning and development expectations for their age. They adequately plan a broad range of activities based on children's interests and choices. However, planning is not sufficiently focused on children's individual next steps to ensure they are consistently challenged and make good progress.

Through discussion the childminder demonstrated how she has established good partnerships with parents, carers and other settings that children attend support children in settling in smoothly to the childminder's care. Parents and carers share information on their children as soon as they start. This enables the childminder to have an accurate understanding of their starting points. Parents and carers are adequately informed and involved in the tracking and monitoring of their children's progress. The childminder has some awareness of the requirement to produce a progress check at age two. However, the childminder has not completed a written summary of the development of children in the prime areas of learning. Therefore, any gaps in children's learning and development, may not be quickly identified and intervention given early.

The childminder says that she ensures that all children are included in activities equally. She has a good awareness of children's backgrounds, cultures, and interests. The childminder describes how she teaches children good social skills. For example, they learn to share and take turns, work together on projects, and to cooperate with each other, which promote esteem and self-confidence. The childminder supports children's learning by encouraging them to think for themselves and take responsibility, such as remembering the bread to feed the ducks. The childminder explains how she offers children praise and celebrates their success in order to encourage them to maintain interest and persist at an activity.

The childminder promotes children's levels of confidence, self-esteem, their independence communication and physical skills. This ensures that children are given the appropriate support to attain the skills they need to be ready for the next stages in their learning.

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

The childminder discusses how she has developed close links with parents and carers. This has developed into strong bonds and attachments between the children, the childminder and her family. Many children have been with the childminder since they were babies, and close partnerships between the parents and the childminder supports children's feelings of

safety and security. Children are encouraged to choose toys and games from a wide selection of accessible resources. The childminder states that they freely use the whole floor space to play and explore, moving resources from one room to outside as they wish.

The childminder explains that she promotes children's competence in their self-help skills by giving them direction and encouragement. She holds back and only intervenes if children ask or if she is needed. This method is effective in supporting children's personal, social and emotional development. The childminder ensures that she gives all children the time and the encouragement to have a go for themselves.

The childminder and her assistant demonstrate through discussion how they are consistent and clear about the messages they give to children to ensure safe and acceptable behaviour. This supports children's understanding of good behaviour and of abiding by household rules and boundaries.

The childminder's nursing background contributes to children's welfare and health. She supports children's understanding of adopting healthy lifestyles through providing healthy meals and by encouraging all children to adopt good hygiene practices through regular routines. The childminder has the knowledge and experience to work with children with medical conditions and has been successful in diagnosing special needs and ensuring appropriate intervention was given for some of the older children attending.

The childminder's home is a very well-resourced and welcoming environment. She describes how she creates close working partnerships with parents and other key persons in the children's lives. This enables children to settle quickly and enjoy their sessions. Regular information is shared with parents through her 'special books' and this helps the childminder to have a good knowledge of the children's likes and dislikes, health needs and abilities. Further links with local nurseries and schools help children by ensuring continuity for the children whether they are at home, with the childminder or in nursery.

The childminder's strong focus on promoting children's personal, social and emotional development, gives them the skills and confidence to continue making progress. However, there were no early years children present on the day of the inspection so the skills used by the childminder to support children's learning as they play, cannot be assessed in this report.

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

The childminder has a generally good knowledge and understanding of the learning and development requirements. She delivers a wide range of interesting activities and resources that enable children to make sound progress in all areas of learning. She and her assistant monitor activities and experiences to provide children of all ages, a broad range of learning experiences, which are effective in supporting their development. However, there were no early years children present at the time of the inspection to confirm that she provides good support for children's learning through play. This has an impact on the overall inspection judgement.

The childminder has a sound knowledge and understanding of the safeguarding and welfare requirements. She clearly explains what action she would take if she had any concerns about the safety or welfare of a child to ensure they are safeguarded. Comprehensive, written policies are shared with parents, ensuring that parents and carers are clear about the childminder's responsibilities and the procedures she and her assistant follow. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder is aware of the need to notify Ofsted of any significant changes, such as changes in her household. The childminder carries out regular risk assessments of the premises and all outings in order to minimise hazards. This provides children with the ability to explore in a safe environment.

The childminder states she has established good professional partnerships with the children's key person in local schools and pre-schools. This enables information to be shared in confidence and ensures that children receive consistency in their learning and development. Partnerships with parents are strong and they are provided with daily communication both verbally and via children's individual books as well as regular newsletters.

The childminder is committed to improving children's learning experiences further. She has completed her National Vocational Qualification at Level 3 since the last inspection. Changes in the household have resulted in her daughter becoming her assistant who is currently studying for a National Vocational Qualification at Level 3. They discuss all aspects of their provision and review comments from parents, carers and children to drive improvement.

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	EY234176
Local authority	Hertfordshire
Inspection number	908926
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	3
Name of provider	
Date of previous inspection	02/09/2009
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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