

<b>Inspection date</b>	18/09/2013
Previous inspection date	15/09/2009

<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 consistently uses ongoing observations to support her assessment of children's progress and to identify next steps in their learning. Therefore, she ensures all children make good progress in the prime and specific areas of learning.
- Children form very secure attachments, which promotes their emotional well-being because the childminder recognise them as individuals and works closely with parents to ensure needs are met.
- Children are well prepared for school because they are effectively supported in developing their independence and communication skills. The links with other early years settings are effectively established to enable continuity of care and education.
- The childminder's professional approach and good organisation, including clear, well-presented policies and achievement records ensure her setting runs smoothly and children make good progress in their learning.

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

- There is scope to enhance children's very good knowledge and enjoyment of healthy eating by building on the success of previous planting and growing activities.
- There is scope to improve self-evaluation to consistently implement precisely identified targets to enhance children's welfare and learning.

## 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 in the kitchen, sitting room and garden and conducted a joint observation with the provider.
- The inspector, provider and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder.

## Inspector

Alison Reeves

## Full Report

### Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a residential area of Bishops Stortford, Hertfordshire. The ground floor and one upstairs bedroom are used for childminding purposes. There is an enclosed garden for outdoor play. The childminder has four cats.

The childminder attends local groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- enhance children's knowledge and enjoyment of healthy eating by building on the successful houseplant growing activity to include growing vegetables and fruit
- improve the use of reflective practice to identify exactly how weaknesses will be tackled by setting challenging and precise targets to improve the provision for children.

## Inspection judgements

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

The childminder uses her very good understanding of how children learn and develop to provide a wide variety of interesting activities that support them all in making good progress towards the early learning goals. Children play in a language rich environment where conversation is valued; as a result, they develop these skills and enjoy using them in their play. Children confidently choose their activities, making a significant contribution to planning. The childminder uses her skill in knowing when to intervene in play and when

to give children time to solve problems and work through their own ideas. She takes the lead from the children and their interests, following up their ideas and suggestions. This means children are eager to get involved in planned activities, staying interested and focussed. For example, when they make some animal pictures and choose their favourite, they talk about other favourite things. This results in the combining of a picture of a favourite animal in each child's favourite colour. They decide to make a pink kangaroo. This approach ensures children continue to be interested and continue learning.

Children use their imagination and creativity in pretend play where they look after the dolls, taking them for walks in the garden. They enjoy art and craft activities where they use different materials to make pictures and collages. Children develop their mathematical awareness through problem solving activities where they negotiate a maze with wooden shapes. They count and sort toys and food at mealtimes, cutting up the toast into four triangles. Children are developing an interest in letters and sounds. Some recognise letters that are in their name and proudly show how they write it on their pictures. Children enjoy listening to stories and often share their school library books with the childminder. This effectively promotes children's literacy skills. Children learn about the world around them, through activities in their local community and experiences that involve learning about the wider world. They have been talking about Australia as the childminder's adult son has been travelling there.

The childminder makes frequent and insightful observations of children. She uses these well to identify next steps in children's learning and to plan these into the daily routine. As a result, all children are making good progress from their individual starting points and are well prepared for school. The childminder involves parents well so they are up-to-date with their child's progress. Parents are involved in assessment because they look at and comment on their child's progress records and this supports learning at home.

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

Children are happy and confident. They settle quickly on their return from other early years settings. Successful relationships with parents contribute significantly to children's sense of security and well-being. Children's care needs are shared and the childminder provides a reassuring routine to ensure continuity. Children are very well behaved, they listen well and use 'please and thank you' when asking for or taking something from the childminder.

Children have a well-developed understanding of hygiene and a developing understanding about making healthy choices. This is because the childminder uses routines and discussions to teach children about the importance of clean hands before meals, after playing in the garden or touching animals. Children become increasingly independent because the childminder supports them effectively in learning to manage their clothes, hand washing and eating. This means children learn valuable skills that help them to prepare for group based care and learning. Movement between settings is supported well because the childminder talks to the children's teachers and makes sure she knows about activities in school. Consequently, children can share their experiences with the

childminder, confident that she is familiar with what happens.

Children's good health is, generally, promoted very well. The childminder offers a very healthy variety of foods. She prepares fresh foods for the children and uses meal and snack times to develop their understanding about making healthy choices. Children spend time outdoors in the garden and at local parks and open play spaces. This means they have plenty of fresh air and exercise that supports them in maintaining strong healthy bodies. Children learn about their own safety by using small tools with care and exploring the larger and more challenging climbing equipment in parks. They practice the emergency evacuation so they can get out of the home quickly if need be. As a result, children have a strong sense of how to keep themselves safe. The toys children play with are stored in various cupboards and drawers; children know what is available and ask for anything they cannot get to themselves.

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

The childminder has a well developed and thorough knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage. She is skilled in supporting children to learn through purposeful play and uses highly appropriate techniques. As a result, the childminder knows each child's stage of development and where they are moving on to with their next steps. The childminder is well organised and uses systems to help her track children's progress and ensure she complies with all of the safeguarding and welfare requirements. Children are effectively safeguarded by the childminder because she has secure knowledge of child protection; she keeps up-to-date with current practice by reading relevant materials and talking to other registered childminders. The childminder carries out a visual risk assessment of all areas of the home and garden each day. Any issues are swiftly dealt with, consequently, children play in an environment where hazards are minimized. All visitors to the home are asked to sign the visitors log and identity is required if the person is unknown to the childminder. The childminder has an up-to-date paediatric first aid qualification so she is fully prepared to deal with any accidents should they occur. As a result, children's safety is prioritised at all times.

Relationships with parents are successful. This means there is effective communication, which supports children's care and learning. The childminder frequently talks to parents about their children, keeping them informed of new achievements. In addition, she uses a daily diary to ensure two way, ongoing communication. The childminder has a good support network consisting of other childminders and her local children's centre, where she shares practice issues. She is equally successful in developing relationships with school and pre-school staff, which means she is well placed to share information to support continuity of care and learning for the children.

The childminder reflects on her service, assessing the strengths and weaknesses in her practice. Children's responses to activities and parent comments are key to her reflection and, therefore, their opinions are always included. However, the childminder does not

explicitly define how she plans to overcome minor weaknesses. This means target setting does not always consistently bring about rapid improvements. Nevertheless, the childminder is proactive in her approach to improvement and focuses her efforts on the most important aspects of raising standards and providing high quality experiences for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	123742
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	870959
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/09/2009
<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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