

<b>Inspection date</b>	20/09/2013
Previous inspection date	27/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children respond well to the childminder because they are supported by her to develop secure attachments. This contributes towards their well-being and helps them to develop a sense of belonging.
- Ongoing communication with parents means that the childminder is kept well informed about children's changing care needs. This ensures that she is able to effectively provide care based on their personal needs.
- Children make sound progress in their learning and development because the childminder knows them well, and provides experiences linked to their interests.

#### **It is not yet good because**

- Planning is not used to best effect to offer fully personalised learning opportunities. This does not fully maximise the progress made by children.
- There is room for the childminder to improve information sharing with parents to include more detailed information about how they can extend their child's learning at home.

## 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 children taking part in activities on the ground floor of the childminder's home and viewed the back garden.
- The inspector looked through relevant documentation including the childminder's policies, procedures and records.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

The childminder was registered in 1988 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Cheshunt, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and parks on a regular basis. She collects children from the local schools and pre-school. The childminder operates all year round from 7.30am until 5.15pm. There are a total of five children on roll, including two children on roll in the early years age group who attends for a variety of sessions.

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

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

- use observations and assessments of children's learning more effectively to clearly plan and identify how to support their individual next steps, so that all children make as much progress as possible
- improve the two-way flow of information with parents to include more specific information about how they can extend children's learning at home.

## Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage. She observes and assesses children's development on a daily basis. However, at times she does not take their next steps in learning into account when planning activities. This results in planning which is occasionally insecure and not fully matched to children's individual needs. Overall, the childminder plans an adequate range of activities for children attending. As a consequence, they make satisfactory progress in their development and are gaining sufficient skills for their next stage of learning and eventual move to main stream school.

The childminder finds out basic information about each child's development abilities before they start. This helps her to make sound plans, which meet their individual needs. Ongoing communication with parents means that the childminder is informed about some of their achievement's at home. However, parents are not provided with detailed information about how they can further extend their child's learning at home. The childminder uses a sound range of teaching methods, which incorporate children's personal interests to support their involvement in activities.

Children are provided with a flexible routine which promotes independence and choice. For example, they move around the setting, choosing which activity they would like to do next. When faced with a problem they work out how to solve it. For example, children move items blocking their way in order to reach a toy they want to play with. At times children invite the childminder to join in with their games. She provides sensitive support helping them to achieve what they set out to do. Language development is supported through the childminder's animated interactions. For example, children respond well to her presence, interacting with her they tell her with great amusement 'the book is upside down'. The childminder provides running commentaries to describe what children are doing. This helps to promote their sustained interest in activities and supports them to learn the correct pronunciation of words. The childminder helps children to develop their growing listening and attention skills by giving them instructions to follow. For example, she asks them to identify the body parts of a doll. Children show great pride in their achievement, responding to lots of praise from the childminder, when they name all of them successfully.

Physical development is adequately fostered. Children have fun playing in the childminder's garden, which gives them the chance to practise physical skills, such as running and jumping. Children enjoy exciting trips into the local community, for example, they have fun traveling on buses. This experience helps to support their understanding of the local and wider community.

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

Before children's placement the childminder organises a meeting with parents. This gives her the opportunity to find out important information about each child's care needs. As a result, children's move from home is supported and they settle quickly. The childminder keeps up-to-date with any changes in care arrangements, supporting her to meet children's ongoing needs. Children show a strong sense of security in the care of the childminder. This is demonstrated through their interactions as they confidently move around the childminder's home.

The childminder implements a consistent behaviour management approach, acting as a good role model to children. Children show pleasure at the consistent praise they receive for their achievements. The childminder encourages independence, which also helps to build children's confidence and self-esteem. For example, they are able to help themselves to a safe range of toys which interest them. The childminder teaches children how to keep themselves safe by engaging them in age-appropriate discussions. For example, she talks to them about being careful and what might happen if they climb over toys.

The childminder ensures that she securely meets hygiene requirements. For example, her home is clean and well maintained. She has registered with her local Environmental Health department, and has achieved a good hygiene rating. She makes sure that drinks are kept at low level, which ensures that children can help themselves when they are thirsty. This helps to ensure that they remain hydrated, promoting their well-being. Children play in the

childminder's garden and enjoy trips to local parks. As a result, they spend plenty of time in the fresh air and take part in vigorous activities on a regular basis. This promotes children's understanding of activities which help us to stay healthy.

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

The childminder maintains her understanding of safeguarding children through competing relevant training. This supports her understanding of how to protect children in her care. She implements appropriate procedures, which gives parents reassurance that their child is cared for in an environment where all adults are suitably vetted. The childminder has completed a risk assessment of her home and outings. As a result, she has been able to identify and minimise relevant risks to children. For example, she ensures that children are not able to touch any hazardous products in her home. The childminder also holds informative discussions with children about how to keep themselves safe, increasing their understanding.

The childminder shows an adequate awareness with regard to her obligation to meet learning and development requirements. However, the weakness in planning on occasion means that planning does not always build on what children already know and can do. The childminder has built secure relationships with parents. This helps her to encourage a consistent exchange about children's care needs. However, continuity of learning is not always maintained because the childminder does not consistently share relevant information with parents. The childminder shows a sound understanding regarding the importance of partnership working with other settings. This helps to promote children's continuity of care and learning.

The childminder regularly reflects on her practice. She includes the views of parents and children to identify some strengths and areas for future improvement. The childminder has successfully addressed the action and most of the recommendations raised at her previous inspection. For example, she completes regular safety assessments of her home and outings. This has improved the safety and well-being of children attending. This demonstrates the childminder's adequate use of self-evaluation to support continuous 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

<b>Unique reference number</b>	124057
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	928543
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/01/2009
<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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