

Inspection date	09/09/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	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 builds firm attachments to the children in her care. This supports them to feel confident and secure in her home.
- The childminder develops effective partnerships with parents. This ensures that children's well-being and learning is effectively promoted.
- Children are kept safe in the care of the childminder because she has a good understanding of how to protect them.
- The childminder effectively uses all available information about each child's needs. This ensures that learning opportunities are tailored to support their good progression.

It is not yet outstanding because

- Partnerships with other settings children attend are not fully developed. This means that the exchange of information to support children's learning is not as effective as it could be.
- There is room to improve opportunities for children to consistently develop their understanding about age appropriate information communication technology equipment, such as battery operated resources.

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 in the living room of the childminder's home and viewed the outdoor learning environment.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's development 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 provided by the childminder.

Inspector

Ann Cozzi

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 house in Ware, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. The childminder collects children from the local schools and pre-schools. She operates all year round from 8am until 6pm. There is currently one child 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 further improve the quality of the early years provision the provider should:

- extend the information sharing about children's next steps in learning with other providers of care and education they attend, to further support and enhance their learning

- review and further improve children's opportunities to explore and operate equipment, such as computers, programmable toys or torches, in order to consistently develop their understanding about how things work and information communication technology.

Inspection judgements

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

The childminder has appropriately high expectations of children in her care. This is based on the effective observations and assessments she undertakes of their abilities. As a result, the childminder plans a wide range of stimulating activities and learning experiences. Children are encouraged to participate in learning through their easy access to a good range of resources and the childminder's effective teaching methods. As a result, they are well supported to make good progress towards the early learning goals. This ensures that they gain crucial skills, which prepare them for the next stage in their learning, such as going to school, when the time comes.

Before children are cared for by the childminder she organises a meeting with their parents to provide them with an overview of the service she provides. Ongoing

partnerships with parents are actively supported through good communication. Parents are given open access to their child's learning journal, which contains important information about their progress. Informative daily discussions ensure that parents have a good range of information to be able to effectively support their child's learning and development at home.

The childminder has organised her home to ensure that children of all ages are able to play with and investigate toys which interest them. This shows her good awareness of how to successfully support their learning. The childminder fosters babies' communication skills well, because she consistently encourages them to make sounds and babble. As a result, they happily experiment and at times successfully mimic what they hear. The childminder shows her genuine interest in what children have to say. She encourages them to take part in lots of interesting discussions, making sure that they have plenty of time to think before replying. Children have lots of fun taking part in imaginary play, for example, as they carry resources into the hallway and tell the childminder that they are going on holiday. As part of this role play, children create elaborate stories about where they are going and how they are going to get there. Children enjoy exploring information communication technology. However, opportunities to build on this are not fully maximised. This is because resources, such as, programmable toys, torches and calculators are not consistently made available.

The childminder effectively encourages children's independent skills, which successfully supports their growing desire to help with personal tasks. For example, babies cooperate with nappy changing and older children practise and develop coordination skills as they put on their own shoes. Children enjoy lots of praise and encouragement from the childminder, which successfully promotes self-esteem and confidence. For example, babies show their pleasure at the positive attention they receive when they independently feed themselves. Children are provided with opportunities to be active, such as through access to the childminder's well-resourced garden and trips to a soft play facility. This ensures that they are able to take part in physical play on a scale not possible indoors. The childminder also organises regular trips into the local community, for example, as children enjoy visits to the local toy library and toddler groups. This gives them the chance to learn first-hand about the wider world around them.

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

Parents are invited to meet with the childminder before their child starts. This enables her to find out important information about each child's personal needs, likes and dislikes. The childminder provides settling-in sessions to help children become familiar with her and their new environment. As a result, children gain confidence, helping them to settle quickly into her care. Children demonstrate firm attachments to the childminder, which are clearly shown in their warm exchanges with her. The childminder fosters good communication with parents, throughout their child's placement. This helps her to ensure that each child's needs are known and care offered is consistently based on accurate information.

Children are given clear and consistent boundaries helping them to learn about what

acceptable behaviour is. As a result, they are responsive to the wide range of positive age appropriate approaches used by the childminder. Each child's accomplishments are recognised consistently by the childminder, which helps to build good levels of self-esteem and confidence. Children are able to independently choose from the wide range of resources organised for them. Children are taught about how to keep themselves and others safe. For example, they learn that if toys are not put away after use someone might trip up and get hurt. Parents provide children with a packed lunch, which is stored appropriately by the childminder. A wide range of learning opportunities linked to maintaining good health, are organised for children. For example, the childminder makes sure that they spend plenty of time outdoors in the fresh air. In addition children's understanding about good hygiene is supported well through recognised daily routines. For example, more able children independently wash hands after using the toilet, and know that this 'gets rid of dirt and germs'.

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

The childminder shows a good understanding about the importance of protecting the children in her care. This is clearly demonstrated in her practice. For example, she has completed risk assessments of her home and outings. This enables her to identify and minimise risks to children so that they remain safe in her care. Her good understanding of safeguarding is maintained by accessing relevant child protection training. This makes certain that she knows what to do should she have any concerns about a child's welfare. In addition, the childminder has a clear emergency plan in the event of becoming unwell while caring for children. This ensures that the well-being of children is fully protected. The childminder has a relevant paediatric first aid certificate, which confirms that she is qualified to provide emergency treatment for children should they have an accident.

The childminder shows a good understanding of the learning and development requirements of the Early Years Foundation Stage. She ensures that she monitors the educational programmes provided, which successfully supports children to make good progress in their learning. The childminder encourages clear and open channels of communication with parents. For example, she provides a daily diary and holds regular discussions about children's achievements. This ensures parents are fully aware of their child's progress and how they have spent their time with the childminder. Parents report that they are very happy with the childcare provided. They feel that their children are safe in the care of the childminder and that she provides them with lots of activities. Parents also report that they would recommend the childminder to other parents. Partnership working with other providers of care and education is undertaken through parents. However, information sharing with regard to children's learning is at times inconsistent. This does not fully support children's continuity of learning.

The childminder consistently reflects on the good service she provides. She listens to the comments of both children and their parents. This assists her to make sure the service she provides supports the changing needs of its users. The childminder has successfully implemented changes as a result of the action and recommendation raised at her last inspection. For example, she has developed her assessment and planning for children to

make sure that activities effectively meet their individual learning needs. This shows the childminder's commitment to improve the service she provides for children and their families.

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	127892
Local authority	Hertfordshire
Inspection number	934004
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/03/2009
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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