

Inspection date

07/10/2013

Previous inspection date

05/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 is skilled in engaging children's interest and extending their learning through play activities.
- Children display strong bonds and attachments with the childminder and her family. This enhances their feelings of safety and comfort and gives them a secure base from which they make good progress in relation to their starting points.
- The childminder ensures that children's safety is given high priority. She has a comprehensive understanding of her individual responsibility to protect children and keep them safe from harm.
- Established partnerships with parents enable the childminder to have an accurate knowledge of children's abilities and interests. This ensures that she provides appropriately challenging experiences to enable children to continue to make good progress.

It is not yet outstanding because

- There is scope to improve children's good skills further to ensure that they are exceptionally well prepared for school.
- The childminder's planned improvements are focussed on enhancing children's good progress, however, there is a delay in providing additional supportive 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 spoke to the childminder and interacted with children throughout the inspection.
- The inspector looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.
- The inspector and childminder jointly observed and discussed children playing in the lounge.
- The inspector examined a selection of information and documentation relating to safeguarding children, their welfare and developmental progress.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven years and 13 years, in Ware, Hertfordshire. All of the home and the rear garden are used for childminding. The childminder attends local pre-school groups, farms and soft play areas. She visits the shops and park on a regular basis. The childminder operates each weekday from 8am until 6pm with the exception of bank holidays and family holidays. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group. The family have a pet rabbit and a goldfish.

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 already good skills further to ensure that they are exceptionally well-prepared for school or the next steps in their learning
- narrow the focus of planned improvements to prioritise those most beneficial to children's progress.

Inspection judgements

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

Babies are making very rapid progress in the prime areas of learning. They benefit from the childminder's dependably good support and encouragement in their evolving speech. They are communicating at the high end of the expected levels for their age. Babies show they understand directions and questions and their communication is very good. They babble and use facial expressions to indicate to the childminder what they want. Children show high levels of confidence and self-esteem. They reach for and choose their own toys and activities which supports their independence. Children show they understand responsibility by putting things away when they are finished playing, sorting the toys into their boxes and containers. Children's physical skills are developing and they are making very good progress. Babies pull themselves to a standing position on the sturdy furniture and reach for the childminder's hand. The childminder supports their good progress by planning to provide the addition of a baby walker to enhance their physical progress. Although this has not yet been supplied and therefore there is a delay in supporting children's rapid progress. Older children explore a wide range of physical activities, such as, jumping on the trampoline and scooting on their scooter. They regularly practise

pedalling trikes, throwing and catching balls as well as managing tools, such as, pencils and crayons appropriately. Children are showing increasing control as they make marks on paper, create drawings and attempt early writing skills.

Children are interested in activities because the childminder is skilled in engaging and motivating children. For example, the childminder talks to the children, focusing on learning through play as they move the different coloured, shaped and sized beads on the bead frame. She asks them to describe what shape or colour and asks how many beads are left. Children respond by thinking about what they are doing and the childminder assesses their knowledge and understanding as they count the number of beads and shapes and push them altogether to slide quickly down the frame 'like a snake'.

Partnerships with parents are good and enable children to quickly settle into the childminder's care. The childminder and parents work together to share detailed information about children as soon as they start. This gives the childminder an accurate starting point for each of the children and from which she observes and monitors their progress. Children's good progress is recorded using photographs and annotations. Assessment is accurate; however, there is scope to be more precise in teaching individual children's next steps, for example, by focussing on a specific expectation that children encounter in group learning situations, such as, sitting on the floor for story time and tidying away. Parents are provided with daily communication and ideas of activities to do with their children to support their learning.

Children enjoy participating in daily physical exercise. They use cutting tools, such as scissors safely, making good progress as their competence and confidence grows. The childminder provides a good selection of challenges to prepare children to move on to the next stage in their learning. For example, children regularly visit local pre-school groups, enabling them to become used to being in group learning situations in readiness for school. The childminder ensures that children are gaining in competence in the skills they need to be ready for the next stages in their learning. For example, she effectively promotes children's high levels of confidence, self-esteem and independence.

The childminder ensures that babies and children of all ages are able to participate equally in all activities. For example, she uses high chairs so that babies and young children can take equal part in table top activities, such as arts and crafts. Children glow with pride when the childminder praises their efforts and celebrates their achievements. This successfully raises children's confidence and self-esteem.

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

Children are happy and display strong attachments to the childminder and her family. Babies reach for a cuddle and older children quietly hold her hand when seeking reassurance. Cuddles and comfort are abundant. Children are comfortable and they settle quickly in this welcoming and well-resourced family home. Established professional partnerships with parents and daily sharing of information enables the children's move from their home to the childminder's to go smoothly. The childminder has a very accurate

knowledge of the children's starting points, health needs and abilities, right from the day that they start. The childminder gains information about children's likes, dislikes, interests and abilities from observing the children and making relationships with them and their families. She further supports parent and children as they make the transition onto full time school. She is flexible in her hours of work to successfully accommodate the changing needs of children and their families.

Children display high levels of independence as they freely choose toys and games from a wide selection of inviting and accessible resources. They are encouraged to think about playing safely and to be aware of babies' exploring fingers as they move beads on a frame. Children independently reach their drinks when they are thirsty and capably use cutlery when eating their fresh fruit snack. The childminder supports children's competence in their self-help skills, appropriate to their age, by giving them clear directions and lots of encouragement. She gives the children time to try for themselves and only intervenes if asked or needed. Babies crawl around the floor and pull themselves up as they explore their physical skills. The childminder only steps in if there is a risk of children hurting themselves. This ensures that children are gaining confidence in their abilities, smiling as they achieve their goal. This practice is effective in supporting children's independence skills and self-confidence.

Children's welfare and emotional well-being is well supported by the childminder's good care practices. They receive clear and consistent messages about safe and acceptable behaviour. Children display a very good understanding about keeping themselves and others safe. For example, the childminder encourages them to think about the dangers of a small toy and be aware of babies close by. Older children display their growing confidence in moving from using a high chair to an adult chair, showing how they are learning how to manage risks for themselves. The childminder very carefully stands close by and directs children how to sit on a chair safely before they eat their snack. She carefully monitors babies early drinking from beakers to ensure that they do not tip it too high. She is very vigilant in protecting children while encouraging them to have a go themselves.

Children are developing a good understanding of the importance of physical exercise and a healthy lifestyle. They are provided with a healthy, balanced diet which meets their individual dietary needs. The childminder is a good role model to children. She successfully encourages them to adopt healthy practices including good hygiene procedures and daily physical activities in the garden and in the local park. The childminder has been awarded a rating of four stars for her good food hygiene. All children display good skills and high levels of confidence which enable them to continue to make good progress in the prime areas of learning.

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

The childminder has high expectations and is committed to providing a high quality provision for children and their families. She effectively delivers a wide range of activities

and resources that support children's good progress in all areas of learning. The childminder displays a good knowledge and understanding of the learning and development requirements. She is skilled in engaging children's interests and assessing their understanding and learning.

The childminder has a comprehensive knowledge about the safeguarding and welfare requirements. She is clear about the action she will take if she has any concerns about the safety or welfare of a child in her care. She provides clear and detailed written policies which are shared with parents. This ensures that all adults and visitors are clear about the childminder's safeguarding procedures. All adults living in the home have been checked to ensure that they are suitable to be in contact with children.

The childminder has established professional partnerships with parents, schools and other early years provision. This ensures that information is shared confidentially, and children receive consistency in their continuing learning and development. Parent's comments are very complimentary.

The childminder is committed to continue to improve children's learning experiences further. She monitors her areas of her practice, for example, ensuring she has the baby walker ready when needed. She has enhanced her systems of observation and assessment; however, she has scope to further improve the focus of her teaching of specific skills to enhance children's readiness for school. The childminder has successfully ensured that the environment and activities are secure and safe for children. The regular two-way flow of information with parents and between other providers has improved and is benefitting children by providing consistency. She continues to maintain her qualifications and training as required, ensuring she is well versed in current guidelines and procedures to protect children. The childminder actively seeks feedback on her practice from parents, children and other professionals. She uses this information to plan further improvements to her practice. Nevertheless, there is capacity to improve the focus to ensure that the improvements with most impact on children are prioritised.

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	162302
Local authority	Hertfordshire
Inspection number	870625
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	05/03/2009
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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