

Inspection date	08/10/2013
Previous inspection date	21/11/2011

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 effectively supports children to settle into her home. This helps them to build relationships and become familiar with their new environment, promoting a good sense of security.
- The childminder's good understanding of child protection means that children are kept safe in her care.
- Effective teaching methods used by the childminder means that children are consistently engaged in learning.
- The childminder successfully plans activities which provide children with interesting and challenging experiences, which meet their needs.

It is not yet outstanding because

- There is room to improve partnership working through consistently sharing information, which helps parents support their child's learning and development at home.
- There is scope to increase opportunities for children to explore technology, by more regularly providing equipment, such as programmable toys, for them to play with.

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 compulsory part 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.
- 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 from information provided by the childminder.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2011 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 and three years in a house in Cheshunt, Hertfordshire. The whole of the ground floor, first floor bathroom and an enclosed rear garden are used for childminding. The family has a tank containing pet fish.

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

She operates term time only for from 7am until 7pm. There is currently one child on roll in the early years age group who attends for a variety of sessions. 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:

- strengthen the information provided to parents about children's learning to ensure that it consistently includes specific details about how they can continue learning at home

- review and further improve children's opportunities to explore and operate information and communication technology equipment, such as programmable toys.

Inspection judgements

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

Important information about each child's development is gathered by the childminder. She achieves this through effective observation and assessment, which ensures that planning is accurately based on children's next steps in learning. When parents collect their child she holds informal discussions about some of their achievements. However, parents are not consistently provided with specific information about their child's development. As a result, they are not fully enabled to support their child's learning and development at home.

Teaching techniques used the childminder show her good understanding about how

children learn through play and exploration. As a result, they show sustained interest and concentration in activities. This promotes their good progress towards the early learning goals, and makes sure they are gaining skills in readiness for their next stage in learning.

The good organisation of the childminder's home means that children are enabled to help themselves from a wide range of activities. As a result, they happily lead their own play and learning. The childminder is on hand and provides sensitive support and encouragement when needed. She poses carefully framed open ended questions, which encourage children's response and participation. As a result, children talk freely about their thoughts and feelings for example, they tell the childminder that they are 'feeling happy today' and explain the reason why. Children develop strong social skill because the childminder effectively encourages them to play cooperatively with others. The childminder sensitively supports children to extend their play ideas using resources and their imagination. For example, they confidently contribute their ideas during small world play activity. Creating an exciting pretend storyline children rescue train passengers. They take turns in conversation, listening to what the other has to say and follow the story line. While the childminder has some information communication technology resources, opportunities for children to develop their understanding further are inconsistent.

Children demonstrate their clear understanding of how to follow instructions. For example, they enthusiastically visit the bathroom to wash their hands in preparation for snack time. The childminder makes sure that children have lots of opportunities to develop their physical skills. They are able to move freely between indoors and outside, which means that they are able to easily access large outdoor play equipment. Children also develop control of their movements through handling small items of play equipment, for example, paintbrushes during craft activities.

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

The childminder spends time talking to parents about children's individual care needs before they start. She makes certain that this exchange of information is maintained throughout their placement with her. This means that the childminder is consistently able to provide care, which is based on children's individual care needs. The childminder organises a personalised settling in process in conjunction with each child's parents. As a result, children are well prepared and settle swiftly. The environment provided is warm and caring, which supports children's feelings of security and belonging. They develop firm attachments to the childminder, which are clearly demonstrated through their positive interactions with her. The childminder gives children clear and consistent boundaries, which helps them to learn about what is acceptable behaviour. Children's achievements are consistently greeted with lots of praise from the childminder, which they thoroughly enjoy. This supports learning and as a result, children are well behaved and confident.

The way the childminder organises her home ensures that children are able to play safely. They move around freely selecting toys and resources which interest them. The childminder consistently teaches children how to keep themselves and others safe. For example, she gently reminds them to sit on their chair properly in case they 'fall off and hurt themselves'. Children show their growing understanding when telling adults what

might happen if they do not use a seatbelt in the car, 'You could hurt your head and have to go to the Doctor.

Children are supported to take care of their own personal needs. For example, they go to the toilet independently and help themselves to a drink when they need one. The childminder provides a wide range of healthy foods and talks to children about the benefits of healthy eating. As a consequence, they learn about how to stay healthy. For example, children know that 'sweets are not good for you'. Established daily routines further support children's good health as a result, they understand that washing hands 'gets rid of germs'. Physical exercise is effectively promoted through time spent in the childminder's garden either using the climbing frame, running or using wheeled toys.

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

The childminder has a clear understanding about her responsibility to safeguard the children in her care. She has completed child protection training, which promotes her awareness of how to identify concerns and make a referral. The childminder has carried out a risk assessment of her home and all outings into the local community. This has enabled her to successfully detect and then minimise identified risks to children. The childminder has completed training in paediatric first aid, which helps her to care for children should an accident occur.

The childminder shows a good knowledge and understanding of how to meet the learning and development requirements. She consistently monitors and evaluates educational programmes, which ensures that children's good progress is maintained. Overall partnership with parents is good. The childminder completes a daily diary, which makes sure that they are aware of how their child has spent their time with her. Parents report that their children have formed a strong relationship with the childminder. They also feel that they are happy in her care. The childminder has developed good working partnerships with providers of care and education children attend. This effectively supports children's continuity of care and learning, promoting their future move to mainstream school.

Self-evaluation is good because the childminder ensures that parents and children's views are included in the process. She attends weekly meetings with other registered childminder's, which gives her the opportunity to hold regular discussions about good practice. In addition, she accesses professional magazines, which help her to keep up-to-date with current childcare practice. The childminder has successfully implemented identified areas for improvement raised at her last inspection. This clearly shows her commitment to consistently drive improvements within her service.

The Childcare Register

The requirements for the compulsory 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	EY427830
Local authority	Hertfordshire
Inspection number	870305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	21/11/2011
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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